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ABSTRACT

Summarized is the research on the access of women in the Czech and Slovak Socialist Republics (CSSR) to education and training in specialized and scientific studies and to the careers for which these studies prepare. Information is organized into the following sections: (1) economic, educational, political, and social characteristics of the CSSR; (2) statistical data on enrollment in the CSSR educational system, on schooling of women by level, and on women's participation in the CSSR; (3) brief description of the research program and its implementation; (4) results of the research and analysis of problems regarding women's in- and out-of-school education; and (5) conclusions and proposals for improving further access of women to specialized and scientific education and training and to the corresponding careers. Five appendices are presented including the constitution of the CSSR, diagram of the CSSR school system, and a United Nations' statement on the access of women to science education and training and related careers. (DS)

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# Study on access of women to specialized and scientific education and training and to the corresponding careers in the CSSR

Undertaken by the Ministries of Education of the
Czech and Slovak Socialist Republics

UNESCO
DOCUMENTATION AND INFORMATION UNIT
International Bureau of Education/Geneva

ED-81/WS/3 December 1980

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# STUDY ON ACCESS OF WOMEN TO SPECIALIZED AND SCIENTIFIC EDUCATION AND TRAINING AND TO THE CORRESPONDING CAREERS IN THE CSSR

## CORRIGENDUM

(Legend : P = page ; para = paragraph)

1. P 8, para 4, line 4 : independent instead of independ.
2. P 9, para 3, last line : reactionary instead of reactive.
3. P 10, para 7, line 3 : delete the highest level of.
4. P 12, para 3, line 3 : educating thousands of qualified workers instead of educating ten thousands.
5. P 35, para 3, last line : read that the students have had.....
6. P 35, para 7, line 3 : the fundamentals of production instead of productions.
7. P 40, para 2, line 2 : a permanent growing tendency instead of a permanently growing tendency.
8. P 42, para 9, last line : to react instead of to to react.
9. P 46, para 3, line 1 : read Families play.
10. P 47, para 2 should read : There were 1,672 Doctors of science in Czechoslovakia including 37 women, who represented 2.2% of the total. Out of 10,000 women holding scientific degrees (C.Sc. and D.Sc.) women with D.Sc. represented 3.3%, whereas the proportion among men was 26.9%.
11. P 52, para 1, line 3 : and do not exclude instead of and to not exclude.
12. P 52, para 2, line 1 : remnants instead of remmants.
13. P 52, para 3, line 3 : their social and instead of their socially and.
14. P 52, para 4, line 3 : participates instead of participate.
15. P 53, para 1 should read : Special journals edited for women play an important role in their education and in the development of their thinking. These journals are among the most popular ones and have become family journals.
16. P 55, last para, line 3 : add "one" between "lasts" and "year".
17. P 56, para 2, line before last : read course on each person's position (man and woman alike) in the productive and working process 53,563.
18. P 57, para 1, line 3 : work places instead of works.

./..

19. P 58, para 5, line 11 : . instead of / (after: education of women).

20. P 60, para 2, line 2 : add "be" between "may" and "extended".

21. P 60, para 8 should read : The Czechoslovak Union of Women is now working for further progress in the field of social legislation in favour of families. Its standpoints on this matter and its proposed regulations constitute a very important contribution.

22. P 60, last para : education regarding marital status instead of education of the marital status.

23. P 62, para 3 should read for the first four lines : Within the framework of the education of women, the Czechoslovak Union of Women organized group and plenary sessions of the Czech, the Slovak and the Czechoslovak Unions to consider problems of society, as well as seminars on certain questions of particular concern to women (e.g. "What the socialism....

24. P 62, para 5, line 2 : publication policy instead of publishing policy.

25. P 64, para 3, line before last : system instead of sustem.

26. P 67, para 2, line before last : a purposeful instead of a purposefully (vocational guidance).

27. P 67, para 4, line 1 : delete women (women - mothers).

28. P 68, para 1, line 13 : delete ; between "educational" and "adviser".

29. P 68, para 1, 5th line from bottom : work requirements instead of work properties.

30. P 68, para 3 should read : To cancel the existing condition which requires that students must have a two-year period of experience in order to be admitted to external study....

31. P 69, last para, line 2: a global and integrated approach instead of an integrated form.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC

AND CULTURAL ORGANIZATION

# STUDY ON ACCESS OF WOMEN TO SPECIALIZED AND SCIENTIFIC EDUCATION AND TRAINING AND TO THE CORRESPONDING CAREERS IN THE CSSR

(undertaken by the Ministries of Education of the
Czech and Slovak Socialist Republics)

December 1980

ED-81/WS/3

# PREFACE

Equality of opportunity in education has constantly been considered by Unesco as one of the main prerequisites for the promotion and achievement of overall equality between men and women. Thus, pursuing this fundamental guiding principle, we have encouraged and supported a number of research and study projects, particularly in certain selected fields of education where action is urgently required if girls and women are to enjoy equal opportunities and treatment.

Science education and training and scientific careers are areas where, in general, the ratio of girls' and women's participation is very low compared with that of boys and men. Therefore this fact, and the fact that science and technology play a more and more essential role in the development of our contemporary world, determined the choice of this field as the theme of the Series of Country Studies on the Access of Women to Science Education and Training and Associated Careers (1), which Unesco initiated in 1979-80. The other reason was that the chosen theme also corresponded, to some extent, to the theme of the United Nations Decade for Women : Equality, Development, Peace.

Although the report on each study of this series refers mainly to the particular situation of the country concerned, we feel, nevertheless, that it is useful to reproduce it and to distribute copies to individuals as well as to government ministries and organizations in other countries, because certain reported facts and situations may prove to be universal and therefore of interest for any action or programme aimed at eliminating discrimination against girls and women in the field of science and technology, and at facilitating and encouraging their participation in it.

We should like to thank all concerned in the Czechoslovak Socialist Republic, particularly the National Commission for Unesco, the National Team which prepared and coordinated the Czech study and the research teams which implemented it, for their cooperation in this project.

It goes without saying that the authors of each national study of this series are responsible for the choice and presentation of the facts analysed and for the opinions expressed therein, which are not necessarily those of Unesco and do not commit this Organization. The designation employed by the authors and the material they presented do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

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(1) - See Appendix 1 "Indicative Suggestions for Research".

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The Ministries of Education of the Czech and Slovak Socialist Republics constituted a Joint National Team of Experts to elaborate a programme of research, and to conduct the subsequent research on the access of women in Czechoslovakia to :

- education and training in specialized and scientific studies
- and to the careers for which these specialized and scientific studies prepare.

This Joint National Team was composed of :

Chief of the team : RSDr. Július Lihocký, Director of the Institute of Educational Information at the Ministry of Education of the Slovak Socialist Republic

Members : Karol Pichler, Scientific Adviser of Minister of Education of the SSR

Doc. Ing. Jaroslava Bauerová, CSc., Vice-Dean of school of Economics in Prague - a Representative of the Czechoslovak Union of Women

Dr. Jolana Jančovičová, CSc., Scientific Worker of the Institute of Philosophy and Sociology of the Slovak Academy of sciences in Bratislava.

Coordination of the works entrusted to the thematic groups in various fields of social division of labour, and preparation of the comprehensive report on these works were also assured by the Joint National Team.

# 1. THE ECONOMIC, EDUCATIONAL, POLITICAL AND SOCIAL CHARACTERISTICS OF THE CZECHOSLOVAK SOCIALIST REPUBLIC

## 1.1. The economic, educational, political and social characteristics of the Czechoslovak Socialist Republic

The Czechoslovak Socialist Republic (further Czechoslovakia) is a federative socialist country belonging to the world socialist system and is endeavouring to achieve amicable relations with all nations under permanent peace all over the world. Economic basis in Czechoslovakia is represented by the socialist economic system excluding any kind of exploitation of a person by another. All means of production have been nationalized and the national economy and culture development controlled by a plan. The Czechoslovak Socialist Republic in the early eighties is an economically, politically and socially well-developed modern country. During the years of socialist construction the economy in Czechoslovakia had undergone substantial revolutionary changes in the industry, agriculture and other branches, in comparison with the situation in 1945.

Czechoslovakia is now sharing only 0.08 % of the earth's surface and 0.4 % of the world population, but its share of the world industrial production is 1.6 %. The development and increase of industrial production are as follows :

| Year | 1937 | 1948 | 1978 |
|---|---|---|---|
| Growth index | 100 | 108 | 1170 |

The per capita industrial production in Czechoslovakia today is 4-times higher than the world average. Within the industrial pattern of the country the highest quota is shared by modern-machine industry, chemical and electrotechnical industries.

Socialist agriculture (represented by agricultural cooperatives and state agricultural establishments) has increased its production by 2.5 times in comparison with the situation in 1945. Also the character of labour in the agriculture had principally changed thanks to the establishment of a socialist large-scale agriculture, its industrialization and the introduction of scientific methods and of new technologies.

The development of industrial and agricultural production as well as the development of other social production branches have created and maintained high demands on the quality of labour forces.

The social composition of the population corresponds to the structure of national economy, being represented in 61.5 % by workers, in 10.2 % by peasants and in 28.3 % by working intelligentsia and others.

The Czechoslovak Socialist State is based upon firm union of the working class, peasants and intelligentsia under leadership of the working class. All executive power in the country is in the hands of the working people.

All citizens possess the same rights and duties. All citizens, irrespective of their nationality, race, confession and sex possess the same right to labour and salaries for the work performed, as well as right to education, culture, leave and social security.

All the above mentionned rights and other rights of the citizens have been specified in the Constitution of the Czechoslovak Socialist Republic. All these rights and the citizens' duties towards the society constitute a basic prerequisite of the political system in a socialist society. The realization of rights, freedoms and duties is the most important demonstration of the political progress towards a full democracy. Within the Czechoslovak society where exploitation has been abolished, personal development and interests of individual citizens are in good harmony with the development and the interests of the whole society. Political and social rights, freedom and duties of all members of the society serve both the free and full development and realization of the citizens' personality and the strengthening and development of the socialist society.

## 1.2. Woman and the society

The policy of the Socialist State with regard to the women's position in the society is the result of the scientific theory of the working class : the Marxism-Leninism. Indeed, the Marxist-Leninist conception qualifies the position of women by the character of actual-historical social relations which determine all other relations, including those in the family. This theory considers the woman's affairs as fully integrated in the social problem of the society which the socialist revolution endeavours to resolve so as to achieve betterments. Thus the improvement of the status of women is an integral part of the global strategy of the social evolution in Czechoslovakia.

To establish equal rights for women, actions are required in order to remove the roots of social and class inequality within the society. In Czechoslovakia this was achieved by the victory of the working people in February 1948 which abolished the private property, the exploitation of working people and by the construction of a humane socialist society.

The working class, after taking over the power, abolished all laws and regulations, as well as habits and traditions which were the source of inequal position of women in the family and society. In the process of political, economic and cultural changes conditions were gradually created to support the overall development and realization of women. This is a long-term process, because the profoundness and quality of solution depend on the level of the development of the socialist society.

The programme of construction of the socialism, performed intentionally by the working class under the leadership of the communist party is aiming at the gradual abolishment of inequalities between classes, social strata, nations and nationalities, physical and intellectual work; town and village. A component of this programme aims also at abolishing the inequalities in the position of women. According to socialism, the development of the society depends on the full development of all its members.

The practice of socialist construction has proved that a full development of women's personality can be achieved only in the unity of their maternal role with their occupational activities and their active participation in the social life. For this reason, the threefold role of women is considered with a full respect in our society. The individual components of this threefold role of women influence mutually each other, there are among them direct and indirect correlation. For instance the vocational training of women develops their knowledge and skills; their professional activities develop their abilities; and both enrich their maternal mission. A qualified working activity is a pre-requisite of an extended political and social activity, and of the fulfillment of tasks and duties. It influences on qualitative change in the consciousness and activity of the women and this change is reflected in the family relations and way of life.

The family atmosphere inevitably creates a pre-requisite of better conditions for wider participation in work and social activity. From all these considerations it is quite clear that there exists a dialectical unity of maternal, work and public position of women. This unity is asserted in a permanent struggle not only against the anachronisms from the past, but also against newly arising problems, such as the permanent increase of social and personal needs of individuals, of requirements of the society as the whole. Therefore it is a very complicated social process which has not progressed in a straight line, but through long-term, coherent and constant efforts.

Action to improve the status of women in Czechoslovak society is not an isolated action, but an integrated action in harmony with the global efforts towards development of the society as a whole.

For this reason, in the political work among the women the attention is directed not only to the specific problems of women but also to their active participation in the construction of the socialism in all branches of the social life.

The political activity of women, performed by the Czechoslovak Union of Women, and social organizations such as improvement of material conditions and a convenient social atmosphere are bringing persuasive results. Czechoslovak women in any aspect are equal with men; they participate actively in the efforts to develop our socialist society and this participation provides them opportunities to develop and improve themselves as well.

### 1.3. A Concise Characteristic of the State Educational Policy and System during the Historical Development and at the Present

The number of social, economic, political and cultural changes that have taken place in Czechoslovakia so far, proves that an immense revolutionary achievement in the life of its nations has been accomplished in this century.

The changes and the development regarding educational policy and system have also taken place as a result of the above-mentioned changes.

For a better understanding of the process of democratization of education, which had developed in Czechoslovakia during the last 35 years, we are presenting a concise retrospective survey on the development of our educational system since our independence (1918) to the present.

This presentation will highlight the facts based upon laws and regulations which are in force in Czechoslovakia and which have been intended in line with the construction of the democratization of our education. This democratization has considerably contributed to the realization of human rights especially the right to education for young people coming from various social strata, regardless of their sex, race and confession. Humanist principles have been introduced in our educational system to which all citizens have full access at any level and in any field in accordance with their qualifications.

The development of Czechoslovak educational system since the beginning of our independence may be divided into three periods, as far as the realization of its democratization is concerned both in terms of content and access, and in relation to the education of women.

First period : 1918 to 1938

Second period : 1938 to 1945

Third period : 1945 to 1980

The first period started with the independence of the Czechoslovak Republic, at the moment of the liberation from Austro-Hungarian hegemony of the Czechs, Slovaks and other nationalities living in this country. The establishment of an independ State gave rise to the development of our national culture and our school system. First, a quantitative development of basic education and secondary education (partly) was achieved in the whole country, especially in Slovakia, where, due to a denationalization policy of the ruling Hungarian bourgeoisie, there existed only 344 Slovak basic schools in 1918 (about 9.2 % of the total number of schools in Slovakia).

In spite of the results achieved, it may be stated that the educational system in Czechoslovakia, especially at secondary and third levels, have not developed to the full extent, it should have been in terms of society and personality.

The right to education for all people had been fixed in the constitution of bourgeois Czechoslovakia, but this right was not fully realized, due to the existing political, economic and social conditions and hindrances. Indeed, the socially differentiated school-system did not provide an equal access to secondary and university education for all citizens from various social strata. Furthermore school system was not uniform with regard to programme content, organization,level and equipment. In addition to the state and communal schools, there existed also schools run by churches of various confessions and private schools. Therefore there existed even in little villages two or more basic schools (state, church, private) vegetating in poor material and technical conditions and with inadequate staff both in terms of number and qualifications.

Lack of secured right to labour, high rate of unemployment, low incomes of workers and peasants in the bourgeois Czechoslovakia, as well as high charges for attendance at secondary schools and universities, prevented the children of low-income families from attending secondary schools and universities.

These socio-economic barriers, reinforced by the social criteria and opinions upon higher education of women were the causes of a very low percentage of girls attending the schools of second and third levels (secondary schools and universities). For instance, during the school year 1936/37 there were only 17.3 % of girls in universities. From all types of secondary schools only the grammar schools provided a possibility of direct access to universities. In the whole republic grammar schools were attended only by 7 % of children of the age group 11-18. The absolute majority having been represented by children from rich or well-situated families, and the percentage representing children from families of workers and peasants was only 3 %.

Yet in this period of the development of Czechoslovak republic only the Communist Party of Czechoslovakia and progressive teachers and cultural representatives as well, struggled for a democratization of education, for a coeducation and for an abolishment of the church school system.

All proposals of the Communist Party in the parliament concerning the nationalization and democratization of the school system met with a decisive resistance of reactive forces and of the ruling bourgeoisie.

The second period, which was marked by the destruction of Czechoslovakia and by the fascist occupation, brought a general decrease of the Czechoslovak school system. In the Czech part of the country universities were closed and the secondary school system was substantially limited. The fascism influenced deeply the content of education.

The third period in the development of Czechoslovak educational system started with the liberation of Czechoslovakia by the Red Army (1945) and especially with the begining of a new, revolutionary period (1948) the democratic development of the school system.

Proposals of the Communist Party of Czechoslovakia for adoption of a law on uniformity of school, with a view to moving towards the democratization of education met, even in this period, with a strong resistance from a part of bourgeoisie and reaction.

Therefore the year 1948 as in the life of the whole Czechoslovak society as far as education is concerned,became a decisive turning point in the progress and a consequent democratization of the school system. This year represented a victory of the working people over the reaction in the Czechoslovak society and opened its way to socialism.

One of the first measures taken by the new National Assembly of Czechoslovakia was adoption of the law No. 95/Dig. on basic regulation of the uniform school system (Uniform School Law - April 1948) which laid down foundations of a uniform state school, unified the organization of the then dispersed school system throughout the whole republic and marked a principal turning point in the system and content of education for young people.

The Uniform School Law was completed and supported by other revolutionary measures such as the nationalization of industry and mineral goods, the agrarian reform, the establishment of people's organs of the state administration.

For the first time in our country the words of the famous teacher of nations, J.A. Comenius, had materialized.

Indeed, in his Great Didactics, Comenius wrote that :

" Not only children of rich parents, but also lowborn as the high-born children, rich and poor ones, boys and girls coming from all towns, villages and isolated houses should be allowed to enter the school, mainly for the reason that all people who had been born as people were born with the main aim to become people".

The Law on a Uniform School put an end to the discriminatory, socially unfair and anti-democratic school system. This law introduced into practice a highly humanist and democratic principle of the uniform school for children and young people of both sexes from all classes, social strata, all nations, nationalities and confessions, permitting them to study in all fields and at all levels of the education system. This law enacted the 9 year compulsory education by which all children of both sexes must attend school until the age of 15.

All these measures constituted a revolutionary forward step in the democratization of education.

The economic and social development of the Czechoslovak society as a result of the principles of socialism, adopted in 1948, had created conditions for further progress in democratization of education. The industrialization of the country and the construction of a modern socialist agriculture as well as the development of culture and services required a greater number of experts with appropriate qualifications.

The Law on School Regulation adopted in 1953, aimed at establishing organizational, structural, staff and material conditions to provide further facilities to a larger number of young people and working people with regard to their access to secondary schools and universities. According to this law, an 11-year secondary education, with leaving examination at the end, had been introduced with a view to increasing gradually the number of young people with qualification to enter universities, and thus to raise the intellectual level of the population. In the school year 1960/61, the number of general secondary schools increased from 304 to 443. With their number which increased by 19,774 between 1953 and 1961, girls represented 57.7 % of students enrolled in the secondary schools preparing entry into universities.

Schools providing full general secondary education were established in little towns and larger communities, even in regions where no secondary schools had existed till then, so that young people coming from families of workers and peasants were given possibility to attend full secondary education and to continue their studies in universities. By this way conditions were created for girls coming from remote villages to enrol in secondary schools.

The adoption of the law on universities in 1966 was an important contribution to the development of schools at the third level (universities). According to this law, the universities represent the highest level of pedagogical, scientific and cultural establishments of the highest level, which, by their activities, created and developed pre-requisites for a progressive increase of the socialist national economy, science and culture. By this law, further legal guarantees and economic conditions are provided to the university students of both sexes.

The state takes care of students by providing them with the social and health assistances, scholarships, board and lodging.

The Law No. 89 on Education of Young People for Apprenticeship (Apprenticeship-law) adopted in 1958 by the National Assembly, regulates the organization, content, material, technical and staff structure of apprentice training centres, which provide vocational training in all branches of the national economy and public service. The application of this law substantially increased the level of education and training programmes of apprentice schools and training centres, and subsequently created conditions for improvement of professional qualification of girl students who represented in 1958/59 20,9 % and in 1979/80 34,9 % of the total number of students.

At the beginning of the 1960's, the development of socialism within the economic fields reached nearly 100 % of the national economy. The results achieved provided convenient conditions for a further rapid economic, social and cultural development of the whole population.

This new reality was taken into account by the Law No. 186 on the System of Education (School-Law), adopted in December 1960 by the National Assembly.

First of all, this law was concentrated on the improvement of the quality of the training programmes for school leavers at all types and levels of the Czechoslovak educational system. Polytechnical and practical character of education has been developed and a close linkage between school and the practical life has been established.

From the point of view of deepening the democratic character of the Czechoslovak educational system, the above-mentioned law is a considerable achievement because the apprentice-school-system has become an integrated component of secondary schools, and of the system of external study at secondary schools and universities for working people. Czechoslovak education system is being linked up with the non-formal education system with a view to applying the principle of lifelong education.

As a result of the enactment of this law an extensive development of secondary schools and universities took place within successive years, reinforcing further the democratization of the education system in Czechoslovakia.

In the period 1960/61 and 1979/80 an impressive increase of the number of secondary schools was noted.

In universities the number of students at the internal and external study also increased during this same period.

The last decade in the development of the Czechoslovak Socialist Republic may be characterized by a continuous increase of the production, by an improvement of the work productivity, and by the scientific and technical progress in all branches of the production.

Following a scientific analysis and an extensive public discussion on the results achieved in the field of education, the Central Committee of the Communist Party of Czechoslovakia and the Government of the Czechoslovak Socialist Republic decided, in 1976, to adopt the Project of a Further Development of the Czechoslovak Education System.

The adopted document contains ambitious measures for further modernization of the content, forms and methods of education at all types and grades of schools, for a further development of school infrastructures at all levels, and for strengthening and deepening of the socialist and democratic character of Czechoslovak school system.

The project of a further development of the Czechoslovak educational system was realized on the basis of the Law No. 63 On Regulations in the System of Basic and Secondary Schools, adopted by the Federal Assembly of the Czechoslovak Socialist Republic in 1978, and of the laws on school facilities and school administration, adopted by the Czech and Slovak National Councils and finally on the basis of the Law No. 39 on universities, adopted by the Federal Assembly of Czechoslovak Socialist Republic in 1980.

The Czechoslovak education system is achieving through the training of the young generation for life and work within the socialist society, an important pedagogical, political, ideological, cultural and economic role in the construction of a well-developed socialist society.

The school system participates in a decisive way in the training of the labour force, in improving increase of qualification of the working people, as well as in the development of the national economy through educating ten thousands of qualified workers and experts to meet the needs of the national economy, and of all branches of the social activity. Thus the school system participates directly or indirectly in the construction and progress of the whole society.

The basic aim of the Czechoslovak society is the care for man and woman, his/her welfare, full and harmonious development of his/her personality. Therefore, the education of young people is a concern of the whole society. Schools, in their responsible mission, receive a social support from families, social organizations, enterprises and works.

Czechoslovak educational system is closely connected with dynamic development of the socialist society ; its content and structure are adopted to the perspective needs of the development of the whole society.

In the period of the construction of a well-developed socialist society, which is the case of the Czechoslovak Socialist Republic today, the decisive component of the social progress is the total use of science and technique, which entails changes in the nature of human labour and lay new demands qualitatively regarding the education of young people and other citizens so as to improve their qualifications. The quality and level of education reciprocally favour the scientific and technical development and constitute an important factor of general development. The content of education has to correspond to all above-mentioned factors in order to provide an all-round and harmonious development of the personality.

The project of a further development of the Czechoslovak education system arises from urgent contemporary, but first of all perspective needs of the next period of construction of a well-developed socialist society, which is being realized under conditions of permanent scientific-technical progress by taking into account all trends of the world policy.

A further period of modernization of the content, forms and methods of the educational work at all grades of schools is leading to the strengthening and deepening of the socialist and democratic character of the Czechoslovak educational system.

As a result of the achievement of the project of a further development of the Czechoslovak school system in the present century, our society will provide all young people with 10-year compulsory secondary education, by way of developing schools which provide full secondary education such as grammar schools, secondary vocational schools, secondary vocational apprentice-training-centres. All conditions will be fulfilled for providing in the near future full secondary education to all young people. The above-mentioned measures in the system of basic and secondary schools will create conditions for further extensive development of universities and thereby university studies.

The progress achieved by the socialist society in the Czechoslovak Socialist Republic is considerable. The next objective is the further development of the school system with a view to fulfilling conditions for a gradual introduction of a full (12-year) secondary education for all young people. All appropriate measures concerning school curriculum and school administration are being fully implemented, as far as pre-school education, basic and secondary education are concerned.

The programme of structural reconstruction of the Czechoslovak school system is a long-term programme from the lowest to the highest levels of the whole system. Various important measures have been taken in the field of pre-school education. The reorganization of basic schools started in 1976/77 and the plan is expected to be fully achieved in 1983/84. This reorganization will be followed by re-arrangement of secondary schools which should last until 1989/90. After the secondary schools, the university will be also re-organized and research in this direction are now under way.

The main features of the democratic and humanist character of the Czechoslovak education system with regard to the education of women are as follows :

- all citizens irrespective of their nationality, sex, confession, social position, have an equal right to education and equal access to all types of schools of the Czechoslovak Socialist Republic (Article No. 24 of the Constitution of the Czechoslovak Socialist Republic in the sense of the constitutional Law No. 62/1978 Dig.) (1);

- school education in all fields and levels is free of charge (in basic and secondary schools, text-books and school tools are provided every year free of charge);

- a support of pupils' and citizens' interests and efforts to acquire the highest possible education represents an important component of the school policy of the state and of productive and social organizations;

- any nation and nationality has right to education at schools in their mother tongue;

- all schools belong to the state,

- out-of-school education programmes for the working people is integral component of the education system,

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(1) - See Appendix 2.

- all schools offer the same programmes and facilities at all levels throughout the Republic;
- the content of education is based upon scientific world-view and the latest knowledge of sciences and technologies;
- the aims of education are highly democratic and humanist and references to nationalism, racism, apartheid and war are prohibited and prosecuted;
- the compulsory school attendance has been extended to 10 years (including basic, secondary general and polytechnical education);
- the secondary school system has been unified and this uniformity has created conditions for gradual provision of full secondary education to all school-age young people.

The actual Czechoslovak school system (1) offers very wide educational opportunities to young people and working people of both sexes.

The Czechoslovak education system is creating universal conditions for education of the young generation and for further education of all working people through school and out-of-school programmes which constitute an entity that corresponds to the concept of lifelong education for all citizens of the Czechoslovak Socialist Republic.

Children of citizens of other nationalities living in Czechoslovakia (Hungarian, Ukrainian, Polish and German) have been given the right to be educated in their mother tongues in the basic and secondary schools.

The realization of the principle of a close connection between the school, the practical life of the society and the needs of the society represents an important democratic feature of the Czechoslovak school system. The aim of this principle is to equip young people with necessary theoretical knowledge and practical working habits, corresponding to the actual levels of the modern production and scientific and technical development so as to enable them to develop independent and creative thinking, to have a systematic conception of knowledge and to develop their intellectual and physical capabilities.

The Czechoslovak education system has succeeded in providing equal educational opportunities to students of both sexes.

Women may study in almost all educational branches, except in a few branches such as mining, forestry, metallurgy which they are not encouraged to choose because of physiological, psychological and health reasons. However, at university levels where no strenuous physical working conditions are required, specializing in forestry and metallurgy is also open to women holding M.S. degree in technology.

The development in the Czechoslovak Socialist Republic is determined by the state economic plan which endeavours to achieve a national and harmonious progress in all branches of national economy and culture. One of the major components of this plan concerns the training of qualified experts for all branches of work. The training of qualified people for productive force in accordance with the economic plan is therefore included in the school programmes at the second and third levels.

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(1) - Appendix 3 gives the diagram of the Czechoslovak school system.

However, the interests of the students entering the second and third levels do not always correspond with the needs for qualified experts as foreseen in the economic plan. The reasons are multiple : subjective reasons, which may be ascribed to the students themselves and to their parents; reasons linked with certain tradition with regard to profession; lack of interest for technical branches; insufficient efforts of certain schools in the field of educational and vocational guidance. Research works in this direction have shown that the majority of young people of the age of 14 - 15 do not have a precise idea about the profession that they would like to embrace. Although less important in proportion, the same situation has been also observed with regard to young people of 18 - 19 years old who have to decide about the continuation of their studies at university level or their choice of careers.

One of the means of overcoming these difficulties is the entrance examination (or discussions between students and examiners) for passage from the second level to the third. In these discussions, the examiners try to help young people to choose those training fields which correspond to their personal needs and to that of the society as well. During the entrance examination, tests are also given in order to check the level of the candidate's qualifications : the level of their knowledge and skills, the nature of their talents and gifts.

Students having completed their previous studies with honours and participants of various contests and olympiades (mathematics, physics, chemistry, etc ...) having obtained good results are accepted without entrance examination.

Candidates who have not succeeded in the examination, may be recommended for studies in other types of schools if their motivation is strong enough and if they have the required educational qualifications.

Young people having completed the first and the second levels have the opportunity to choose the field for their further studies.
Indeed, they are allowed to apply for two or more diffent types of schools.

School administration and educators unite their efforts to direct school-leavers of the first and second levels to the specialized studies which correspond to the needs of the whole society and to the individual capacities and interests as well. The same efforts are made to direct students having completed university studies to the professional activities which correspond to their qualifications and interest.

The following data show how Czechoslovakia has proceeded in dealing with this important economic, pedagogical, political, psychological and social task.

In the school year 1979-1980, 228,907 boys and girls having completed the 1st level of education, were admitted into schools of the second level. This number represented 94.2 % of the total number of school-leavers at the end of the first level. Out of this number (228,907) 16.4 % entered grammar schools, 25.30 % entered vocational secondary schools, and 52.5 % entered apprentice-training centres. 5.8 % or 14,086 school-leavers entered the working practice for further training and for acquiring fundamental qualifications.

From the total number of 82,127 secondary school-leavers, after a successful completion of the secondary studies, 31,011 entered universities in 1979-1980. This number represented 37.8 % of the school-leavers, and 16.7 % of the population of the corresponding age group. Out of these 31,011 who entered universities,44.6 % were women.

The entrance examinations and the distribution of school-leavers at the second and third levels were organized as preventive measures against unemployment and depreciation of vocational specialization which may result from lack of proper guidance.

To cope with the progress of the socialist production and with evolution of technologies, appropriate changes and adjustments were introduced in a number of education and training programmes after a thorough and rational analysis of the important emerging trends. As a result of these changes and adjustments, the trained students possess wider theoretical and polytechnical knowledge enabling them to be better adapted to new occupational environment and to have possibilities of doing post-graduation work within enterprises.

Unemployment among school-leavers is practically unknown in Czechoslovakia. In general we still need productive force. Therefore the problem of finding occupations in accordance with qualifications and choice does not exist in our country.

To a limited extent, there were some problems and hindrances in the distribution and placement of school-leavers, particularly in matching individual interests with the needs of the society in certain fields (i.e. enterprises, hospitals, schools). The school administration followed for a certain period the professional life of school-leavers at the second and third levels. The following are some results of the research works concerning university-leavers in 1967 and 1972, carried out by the Ministry of Education of the Slovak Socialist Republic. These two research works took place in 1972 and 1977 respectively (five years after the university-leavers had entered professional life).

Two sets of questions pertaining to :

1. - conditions and circumstances of entry into professional life;
2. - theoretical and practical knowledge and skills learned in school.

The analysis of the results showed that although a substantial improvement of the whole situation had been improved, there were still some problems to be solved.

For the majority of university-leavers, the circumstances which decided them to choose their first occupation were

- possibility of working in the fields of their specialized studies;
- choice of preferred place for permanent residence;
- possibilities for improvement of professional knowledge;
- conveniences in terms of public relations, social atmosphere in the place of work, social and cultural conditions;
- harmony between personal interests and society's needs.

Nearly 30 % of the university-leavers did not find all the abovementioned circumstances. Another difficulty reported was the mismatch between university-leavers' qualifications and job requirements. This mismatch caused a substantial fluctuation in the first years of employment.

Among women 39 % of them had difficulties in finding satisfying circumstances for embracing their first professional assignment. The main reason of their difficulties came from the fact that the majority of women students got married during their university studies. Therefore the problem of finding satisfying circumstances became complex, especially when husband and wife did not have qualifications in the same field.

The research works had confirmed that there were not legal, economic, political and social obstructions to women's access to any kind or level of professional life.

Research works have revealed that the difficulties in the initial employment occured generally during the first 2 or 3 years. The university-leavers, in their great majority, did not have such difficulties because most of them found suitable jobs which corresponded to their qualifications; furthermore, they had possibilities for upgrading their qualifications through post-graduate studies.

Czechoslovak Socialist State made constant efforts in all directions in order to provide further education to young people and adults; during the last 30 years, the number of secondary schools has increased considerably. At the third level, there has been also development, but to a lesser extent (the number of grammar schools and secondary vocational schools has doubled; the number of universities and faculties has increased from 13 to 36 and 52 to 109 respectively from 1936-37 to 1979-80). The number of university students has increased from 23,435 to 187,189 including girl students (for this same period the number of girl students has increased from 4,063 to 77,377 or from 17.3 % to 41.3 %).

In 1945 there existed in Slovakia only one incomplete university (Comenius University) with approximately 2,000 students. Today, the Slovak Socialist Republic has 13 modern universities with 41 faculties, attended by 73,312 students, including 31,883 women students (43.5 %). Thanks to development of schools at second and third levels, Slovakia has created conditions for its industrialization, for the socialist development of its agriculture, for an overall cultural development and for democratization of education.

The network of schools (1) of the second and third levels has been strengthened. Schools now exist throughout the whole territory of the Republic, offering possibilities of education to all young people and adults.

The national budget constantly increases the proportion devoted to education. In 1977 the sum allocated to education was 19,645 millions of Czechoslovak crowns (5.4 % of the national income). This sum does not include all costs of school buildings and equipment. The total costs for the school system in 1977 was 20,669 millions of Czechoslovak crowns which, if compared with the total sum allocated in 1965, represents 234.5 in terms of growth index.

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(1) - Appendix 4 gives the network of higher education institutions.

Enterprises, work and agricultural cooperatives and citizens also contributed to the costs of education, mainly through social organization.

Apprentice establishments (secondary apprentice training centres) in which more than 50 % of the school population acquire secondary and complete secondary education are under the administration of the production enterprises and cooperatives. The latter secure from their own resources the construction of the establishments, their material and technical equipment, teachers and educators (with an exception of teachers of general subjects that are paid by the state school administration).

## 2. STATISTICAL DATA ON ENROLMENT IN THE CZECHOSLOVAK EDUCATION SYSTEM, ON THE SCHOOLING OF WOMEN BY LEVEL AND ON WOMEN'S PARTICIPATION IN EMPLOYMENT IN CSSR.

### 2.1. Statistical data on enrolment in the Czechoslovak education system, and on the schooling of women by level.

1. Establishments for children of pre-school age

1.1. Nurseries

| Year | No. of nurseries | Average No. of children |
|---|---|---|
| 1965 | 1658 | 48 639 |
| 1970 | 1882 | 52 036 |
| 1975 | 2063 | 65 394 |
| 1979 | 2526 | 81 618 |

(including data for the departments of the Ministry of Health and the Ministry of Education)

1.2. Nursery schools

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1948/49 | 1960/61 | 1970/71 | 1979/80 |
| No.of schools | 4664 | 6633 | 8227 | 10815 |
| Out of that schools with all-day care | . | 5077 | 7383 | 10424 |
| No.of classes | 6107 | 9853 | 14803 | 23079 |
| No.of enrolled children | 205416 | 285863 | 377593 | 666048 |
| Out of that percentage of children aged 3-5 of the number of live-births | 23,1 | 36,0 | 54,3 | 76,7 |
| Average No.of children per: one class | 33,6 | 29,0 | 25,5 | 28,9 |
| one teacher | . | 16,3 | 13,2 | 14,8 |

2. Basic schools

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1948/49 | 1960/61 | 1970/71 | 1979/80 |
| No.of schools | 14286 | 12581 | 10831 | 7007 |
| No.of classes | 45796 | 71587 | 77170 | 69827 |
| No.of pupils | 1523290 | 2152834 | 1966448 | 1875479 |
| No.of teachers | 52968 | 87465 | 97712 | 90368 |
| Out of that women | 25532 | 56044 | 70969 | 70884 |
| Average No.of pupils per: one class | 33,3 | 30,1 | 25,5 | 26,0 |
| one teacher | 28,8 | 24,6 | 20,1 | 20,8 |
| Schift teaching in % | . | 15,6 | 10,7 | 3,7 |

## 3. Children's centres and clubs

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1953/54 | 1960/61 | 1970/71 | 1979/80 |
| No. of centres and clubs | 1954 | 2507 | 3933 | 5097 |
| No. of sections | 3453 | 5182 | 9342 | 14317 |
| No. of pupils | 116902 | 190675 | 252788 | 403252 |
| Out of that: in basic schools | 116902 | 188237 | 247865 | 394413 |
| in special schools for handicapped children | . | 2438 | 4923 | 8839 |
| % of No. of pupils of: 1st-5th grades | 7,0 | 12,0 | 21,0 | |
| 6th-9th grades | 5,6 | 3,6 | 1,9 | |
| No. of teachers | 3513 | 5149 | 9041 | 13671 |

The task of children's centres and clubs, that are being established at the basic schools, is to provide education and care for children of employed mothers after lessons. The educational care is provided by qualified pedagogical workers.

## 4. Secondary education

### 4.1. Apprentice schools (secondary apprentice training centres)

| Indicator | Year | | |
|---|---|---|---|
| | 1960/61 | 1970/71 | 1979/80 |
| No. of schools+/ | 973 | 935 | 899 |
| No. of classes | 9686 | 14049 | 13748 |
| No. of apprentices | 245460 | 353209 | 374117 |
| Out of that girls | 59046 | 102910 | 130674 |
| % of girls | 24,1 | 29,1 | 34,9 |

+/ Apprentice training centres and apprentice schools

+ Secondary apprentice training centres.

4.2. Secondary vocational and vocational schools

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1948/49 | 1960/61 | 1970/71 | 1979/80 |
| No. of schools | 643 | 728 | 667 | 553 |
| No. of classes | 3115 | 4717 | 6898 | 6953 |
| No. of pupils | 92610 | 145493 | 218887 | 235628 |
| Out of that girls | 41256 | 73177 | 128420 | 146148 |
| % of girls | 44,5 | 50,3 | 58,7 | 62,0 |

4.3. Grammar schools

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1948/49 | 1960/61 | 1970/71 | 1979/80 |
| No. of schools | 292 | 433 | 338 | 334 |
| No. of classes | 2592 | 2083 | 3273 | 4167 |
| No. of pupils | 70440 | 67947 | 101729 | 140355 |
| Out of that girls | . | 43693 | 65741 | 86134 |
| % of girls | . | 64,3 | 64,6 | 61,4 |

5. Higher education institutions

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1948/49 | 1960/61 | 1970/71 | 1979/80 |
| Schools | 22 | 50 | 37 | 36 |
| Faculties | 55 | 108 | 104 | 109 |
| Full-time students | 55788 | 65451 | 102015 | 142226 |
| Out of that women | 12944 | 24307 | 40974 | 60319 |
| % of women | 23,2 | 37,1 | 40,2 | 42,4 |
| Extra-mural students | 5193 | 26740 | 25465 | 44963 |
| Out of that women | - | 7255 | 8173 | 17058 |
| % of women | - | 27,1 | 32,1 | 37,9 |
| Post-graduates | - | - | 9594 | 11682 |

## 6. Social structure of population and students in secondary schools and higher education institutions.

### 6.1. Social structure of population

| Year | Workers | Farmers | Intelligentsia and the others |
|---|---|---|---|
| 1977 | 61,5 % | 10,2 % | 28,3 % |

### 6.2. Social structure of students of secondary schools (grammar schools and secondary vocational schools)

| | |
|---|---|
| Total No.of pupils | 375656 |
| Workers | 242067 |
| % | 64,4 |
| Farmers | 16890 |
| % | 4,5 |
| The others | 116699 |
| % | 31,1 |

### 6.3. Social structure of undergraduates

| Indicator | Year | | |
|---|---|---|---|
| | 1970/71 | 1977/78 | 1979/80 |
| Total No.of students | 101701 | 134252 | 142226 |
| Of it the students whose parents were and are: workers | 32437 | 73723 | 79900 |
| % | 31,9 | 54,9 | 56,2 |
| farmers | 6337 | 6365 | 5920 |
| % | 6,2 | 4,8 | 4,2 |
| from the other families | 62927 | 54164 | 56406 |
| % | 61,9 | 40,3 | 39,6 |

## 7. Social welfare of students

### 7.1. Scholarships

| Indicator | Year | | |
|---|---|---|---|
| | 1970/71 | 1975/76 | 1977/78 |
| Grammar schools: average No. of aided st. | 6478 | 7295 | 4530 |
| % of No. of students | 6,4 | 6,1 | 3,2 |
| amount paid out in Kčs | 14440026 | 18028405 | 12156987 |
| SVS and VS:+/ average No. of aided st. | 19224 | 15141 | 10856 |
| % of No. of students | 8,8 | 7,7 | 4,6 |
| amount paid out in Kčs | 42812989 | 36409249 | 30499010 |
| Higher education institution: average No. of aided st. | 52360 | 63918 | 63304 |
| % of No. of students | 51,3 | 56,3 | 43,5 |
| amount paid out in Kčs | 250181000 | 292609000 | 390869000 |

+/ Secondary vocational schools and vocational schools

### 7.2. Board for children and youth

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1953/54 | 1960/61 | 1970/71 | 1979/80 |
| No. of all canteens | 4962 | 5853 | 10215 | 13322 |
| No. of boarders - pupils and adults | 359807 | 827045 | 1465988 | 2398193 |
| Of it in school canteens | 359807 | 827045 | 1285333 | 2196114 |
| No. of student canteens | . | . | 70 | 74 |
| No. of meals dished up | . | . | 22117568 | 25591806 |

## 7.3. Young people's homes and students' boarding houses

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1953/54 | 1960/61 | 1970/71 | 1979/80 |
| No.of young people´s homes | 496 | 609 | 710 | 449 |
| No.of pupils and apprentices lodged | 47867 | 55773 | 94712 | 82752 |
| % of No.of pupils | 15,3 | 15,8 | 14,0 | 13,4 |
| No.of students boarding houses | 91 | 118 | 128 | 137 |
| No.of students lodged | 20733 | 41011 | 64279 | 83746 |
| % of No.of students | 44,3 | 61,9 | 63,0 | 57,5 |

## 8. Expenditures for education in CSSR

### 8.1. Expenditures for education from the revenue
( in millions of Czechoslovak crowns)

| Year | Revenue | Expenditures for education | As a percent of revenue |
|---|---|---|---|
| 1954 | 122904 | 4511 | 3,7 |
| 1960 | 162956 | 7751 | 4,6 |
| 1965 | 173519 | 11222 | 6,5 |
| 1970 | 312345 | 14647 | 4,7 |
| 1972 | 355952 | 17015 | 4,9 |
| 1973 | 363204 | 18314 | 5,1 |
| 1974 | 390440 | 18752 | 4,8 |
| 1975 | 409970 | 19645 | 4,8 |
| 1977 | 414178 | 22191 | 5,4 |

### 8.2. Total expenditures for education in CSSR (in thousands of Czechoslovak crowns)

| Year | Total expenses | Index | Of it operational expenses | Index |
|---|---|---|---|---|
| 1965 | 9703034 | 100,0 | 8796800 | 100,0 |
| 1970 | 14646574 | 150,9 | 12962949 | 147,4 |
| 1971 | 15818776 | 163,0 | 13888840 | 157,0 |
| 1972 | 17014708 | 175,3 | 15038299 | 171,0 |
| 1973 | 18313581 | 188,7 | 16272666 | 185,0 |
| 1974 | 18751774 | 193,3 | 16982390 | 193,0 |
| 1975 | 19645215 | 202,5 | 17738775 | 201,6 |
| 1976 | 22183365 | 228,6 | 20669846 | 235,0 |
| 1977 | 22190557 | 228,7 | 29631646 | 234,5 |

## 9. The other types of schools in the educational system of CSSR

### 9.1. Special schools for handicapped children

| Indicator | Year | | | |
|---|---|---|---|---|
| | 1953/54 | 1960/61 | 1970/71 | 1979/80 |
| No.of schools | 459 | 728 | 1045 | 1137 |
| No.of classes | 1653 | 2848 | 4631 | 5962 |
| No.of pupils | 23555 | 42247 | 58248 | 71126 |
| No.of teachers | 1771 | 3121 | 5721 | 7081 |
| Average No.of pupils per: one class | 14,2 | 14,8 | 12,6 | 11,9 |
| one teacher | 13,3 | 13,5 | 10,2 | 10,0 |

### 9.2. People's schools of art

| Indicator | Year | | | | |
|---|---|---|---|---|---|
| | 1953/54 | 1960/61 | 1970/71 | 1977/78 | 1979/80 |
| No.of schools | 280 | 407 | 438 | 472 | 487 |
| No.of branches | 94 | 177 | 206 | 226 | 210 |
| No.of pupils | 67069 | 103860 | 153753 | 195338 | 202442 |
| No.of teachers | . | . | 5830 | 7104 | 7199 |

### 9.3. Language schools and people's schools of language

| Indicator | Year | | |
|---|---|---|---|
| | 1970/71 | 1977/78 | 1979/80 |
| Language schools:<br>No.of schools | 13 | 14 | 13 |
| No.of students | 53086 | 58649 | 57916 |
| No.of teachers | 579 | 642 | 627 |
| People's schools of languages:<br>No.of schools | 6 | 4 | 3 |
| No.of students | 10730 | 6150 | 5663 |
| No.of teachers | 76 | 33 | 45 |

## 2.2. Women's participation in employment in CSSR

In Czechoslovakia the economic activity of women is rather high, due to a long tradition and to the high level of industrialization of the country. This economic activity underwent substantial changes during the last 38 years both in extent and in structure.

Fundamental social changes after the year 1948, mainly the abolishment of private means of production and the gradual establishment of agricultural cooperatives had created conditions for the realization of the right to labour for all citizens. In this time space a new era in the employment of women came into existence and women had opportunities to develop their professional abilities and talents.

The reconstruction of the national economy after the destruction by Second World War required participation of all adult citizens in work force. The permanent increase in the importance and development of industry and the growth of their share in producing national income had gradually led to a shift of labour force from agriculture into industry. Also the development of commerce and services was one of the main causes of women's entry in the economic activity.

As the largest reserve of the labour force in the post Second World War period, women provided first of all a supply for the growing needs of national economy. Their economic activity represented in the period 1948 to 1970 four fifth of the total employment increase.

In 1978 the population of Czechoslovakia was 15,184,323 including 7,785,532 women who represented 51.3 % of the total (1053 women against 1000 men).

At the end of 1978, there were 7,219,763 persons employed in national economy among whom 3,270,054 were women. This number 3,270,054 did not include the 391,757 women who were on maternal leave. Therefore if these women on leave were also included, the percentage of women in the work force would be around 50 %.

At the beginning of 1945 the percentage of women in the work force was 41.8 % . This percentage increased slightly during 1950s. Since 1960 a considerable increase was observed.

Employed women in the national economy in % from the total amount of working population :

| 1954 | 1960 | 1965 | 1967 | 1968 | 1969 | 1970 | 1971 | 1973 | 1975 | 1978 |
|---|---|---|---|---|---|---|---|---|---|---|
| 41,8 | 42,8 | 44,8 | 45,5 | 45,9 | 46,2 | 46,7 | 47,0 | 47,6 | 47,6 | 45,3+ |

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+/ women on both types of motherhood leave not included.

From the aspect of the structure of the women employment the following features are important :

1. From among 3,270,054 economically active women, the majority is employed in the branches of material production, first of all in the industry and agriculture (2,295,055). In non-productive branches are employed nearly 1 million women (974,999). In Czechoslovakia the basis of employment of women is represented therefore by the sphere of production.

Percentage of the employment of women in various branches of national economy.

| Branch | Year | | | | |
|---|---|---|---|---|---|
| | 1060 | 1965 | 1970 | 1975 | 1978 |
| Total | 42,8 | 44,8 | 46,7 | 47,6 | 45,3 +/ |
| **Material production** | 41,1 | 42,5 | 44,2 | 44,5 | 41,4 |
| industry | 37,7 | 41,4 | 43,9 | 44,7 | 40,8 |
| building industry | 12,3 | 14,0 | 15,3 | 16,9 | 13,4 |
| agriculture | 52,6 | 51,2 | 49,9 | 47,2 | 44,5 |
| transportation | 15,6 | 19,4 | 22,6 | 24,2 | 21,9 |
| forestry | 35,3 | 30,8 | 29,2 | 26,1 | 24,1 |
| communication | 50,7 | 58,1 | 64,0 | 66,0 | 63,9 |
| **Non-material production** | | | | | |
| transportation | 18,9 | 20,2 | 21,4 | 21,6 | 20,8 |
| communications | 50,7 | 58,1 | 64,0 | 66,0 | 63,9 |
| research | 29,3 | 31,4 | 33,7 | 36,5 | 35,7 |
| health | 73,5 | 77,5 | 78,1 | 80,5 | 78,2 |
| education | 59,7 | 61,0 | 64,2 | 68,2 | 72,3 |
| administration and justice | 42,6 | 44,6 | 51,3 | 54,3 | 56,3 |
| finances and insurances | 54,2 | 61,6 | 67,4 | 71,4 | 75,9 |

+/ women on both the types of motherhood leave not included.

2. The various branches of the national economy employed women in different proportions in their labour force. After 1945, the majority of them (67.6 %) worked in the secondary sector which is now predominantly masculinized. This situation has changed and most of women worked in the tertiary sector (two thirds of the total number of employees). As more women worked in the secondary and tertiary sectors, the primary sector became slightly more masculinized.

Due to tradition, certain branches of the national economy are still predominantly feminized : education, health, social care, finances, services travelling and other non-material production services.

The changes in the structure of the women employment were influenced by scientific-technical progress, mechanization and automation of working processes. Technical progress has been contributing to the decrease of hardships in a series of activities and is giving to still larger number of women possibilities for entering into those occupations which, as they required considerable physical strength, were reserved for men.

The changes in the employment structure are very benefic for women as they eliminate physical hardships and at the same time improve the work environments.

Work composition of women in 1978

| Number in thousands | | % |
|---|---|---|
| 1,791 | 0 - 14 years | 23,0 |
| 4,119 | 15 - 54 years | 52,9 |
| 1,875 | 55 and more years | 24,1 |

The analysis of the different age groups of women in terms of their participation in the economic activities has given the results as follows :

- group up to age 14 : no economic activities
- age 15 to age 19 : 40 % of members have economic activities
- age 20 to age 49 : most active group as 80 % of its members have economic activities
- age 50 to age 55 : 70 % of its members have economic activities.

The peak is the group aged 35 to 39. This age group corresponds to the group where in general women have grown-up children. In all age groups considered, there are more employed women than women in the households. The number of women who have never been employed is rather low. The general tendency of the young generations is to have an occupation.

According to the last census, 46.2 % of married employed women have one child, 39.5 %, 2 children, 14.3 %, 3 or more children.

The intensity of economic activity decreases with the growing number of children. From the total amount of married women with 1 child, 78.5 % are employed, with 2 children 76.7 % and with 3 children and more dependent children 62.4 %.

During the last decade, some important changes have occured in the field of employment. For example, a substantial financial help is given by the State to the young married couples. As a result of this measure, there are now more married persons among young people than before. In 1930 women married at the age of 25. Nowadays they marry at the age of 20. The choice of partners, which was based on social conditions and class, has considerably changed and such considerations have practically disappeared. The influence of parents has also diminished considerably.

These couples become parents within the first years of their marriage (30 % of children born in the first year; 78 % of children born within the first five years).

These changes resulted from a series of factors, including the State policy. One of the most important factors is the fact that today young mothers are freed much earlier from childcares thanks to the progress of our social infrastructures.

Today young mothers have more time to devote to economic or other activities.

Most of them choose to pursue their studies with a view to obtain or to improve qualifications, including the achievment of high qualifications in order to enter in the fields where women were not allowed to work.

Another tendency observed is the desire of girls to raise as high as possible the level of their education and qualifications.

In 1978, the percentage of girls among students having successfully completed studies in apprentice-training centres was 20.6 %.

Each year approximately 37,000 young women enter in work practice in various branches of the national economy. Most often they start in organization, commerce, service, textile and cloth industry, machinery and agriculture.

In Czechoslovakia today young girls are much more educated than their parents, especially their mothers. This fact, which is reflected in the number of women-professional, started to be observed in 1958. At that time women among all professionals represented 37.8 %. In 1970 this percentage raised to 46.3 % . However in the sector of industry women with secondary and university education were only 30.5 %. of all professionals. In 1975, women with secondary education were 60 % and with university education 42 % of all professionals.

Distribution of women-professional with university education in certain professions :

| | |
|---|---|
| - Biology | 49.3 % |
| - Pharmaceutics | 63.3 % |
| - Medicine | 44.1 % |
| - Textile and cloth industries | 37 % |
| - Chemistry | 33.8 % |
| - Mathematics and physics | 27.1 % |
| - Food industry | 43.1 % |

The percentages of women-professional in education, justice, social work, culture and research are much higher.

## 3. RESEARCH PROGRAMME AND ITS IMPLEMENTATION

In elaborating the programme of this research, the Joint National Team took into consideration the indications contained in the Unesco document entitled "Indicative suggestions for research within the framework of the Series of Studies on the Access of Women to Science Education and Training and Associated Careers".

To make an in-depth investigation on the present situation, problems and obstacles concerning the education and training of women in scientific and specialized fields, and their employment in such fields, research works had to cover both the school and out-of-school systems.

The Joint National Team was assisted by four teams comprising workers from management services, research institutes, social organizations, higher education institutions and other institutions. These four teams were based at :

- The Slovak Pedagogical Library and Institute of Educational Information in Bratislava,
- The School of Economics in Prague,
- The Institute of Philosophy and Sociology at the Slovak Academy of Sciences,
- The Central Committee of the Czechoslovak Union of Women in Prague.

The research teams received cooperation from the following state organs and organizations :

- The Ministry of Education of the Czech Socialist Republic
- The Ministry of Education of the Slovak Socialist Republic
- The Federal Ministry of Works and Social Affairs in Prague
- The Ministry of Works and Social Affairs of the Slovak Socialist Republic in Bratislava
- The Central Committee of Trade Unions in Prague
- The Central Committee of the Czechoslovak Union of Women in Bratislava
- The Czechoslovak Academy of Sciences in Prague
- The Slovak Academy of Sciences in Bratislava
- The Socialist Academy of Sciences of CSSR
- The Institutes of Educational Information in Prague and in Bratislava
- higher education institutions and secondary schools
- enterprises, works and uniform farmer's cooperatives, schools and research institutes.

The research and analysis of the contemporary situation and problems of education of women were made by using the following methods :

a/ documentary research

b/ inquiry

c/ non-standardized forms of interviews

d/ analysis of practical results of activity and others.

In addition to the collected data, the research teams used several other materials of the legal, economical, political, social and pedagogical character (the Constitution of CSSR, laws, regulations, decrees, norms, curricula, programmes, reports, documents of research institutes, of management organs and institutions).

The collected data were considered and analysed thoroughly so as to reflect the actual situation regarding problems and prospects of women in CSSR with regard to the advancement of their education.

## 4. RESULTS OF RESEARCH AND ANALYSIS OF THE PROBLEMS REGARDING WOMEN'S EDUCATION IN CZECHOSLOVAK SCHOOL AND CZECHOSLOVAK OUT-OF-SCHOOL EDUCATION SYSTEMS

### 4.1. Results of research and analysis of the problems of education of women in the Czechoslovak education system.

### 4.1.1. Charasteristic of schools training the young people for professions and conditions of women's education.

In the Czechoslovak educational system, young people are directly trained by secondary vocational apprentice-training-centres, secondary vocational schools and universities for their occupations.

Secondary vocational apprentice-training-centres provide courses of 2, 3 and 4 years of apprentice-training.

In 2-year apprentice-training cycles, students acquire prerequisites for performing less pretentious working professions and they continue in general polytechnical education.

In 3-year apprentice-training cycles, the young people are trained for more pretentious working occupations, requiring a more extended general and professional education.

In 4-year apprentice-training cycles, the young people are trained for occupations which require higher theoretical knowledge and complicated manual skills. The number of students in this form of training is permanently growing.

The school-leavers of the 2-year and 3-year apprentice-training cycles may practically in external studies obtain full secondary education (with General Certificate of Education) in 4-year cycles of secondary vocational apprentice-training centres which are linked up with the above-mentioned cycles. The curriculum contains general and vocational subjects leading to the knowledge and skills equivalent to the level of full secondary education. All these cycles provide courses which, in terms of content, may be compared with the education acquired during study in secondary vocational schools.

The secondary vocational apprentice training centres are guided by the principle of an all-round connection between school and practical life and the material production, connection between the physical and intellectual work and between theory and practice. A substantial part of the educational process is realized directly in the sphere of material production. By this fact the prerequisites have been established for an immediate participation of politically and professionally experienced groups of workers and other employees in the education of young workers.

The basis of education in secondary vocational apprentice-training centres represents a profound acquiring of professional knowledge and skill arising from a complex general polytechnical education. In cycles providing full secondary education the content and extent of major general and polytechnical subjects are principally the same as in other secondary schools (grammar schools and secondary vocational schools).

The apprentice-training cycles are organized within the framework of a uniform system according to the structure of the working professions.

Curriculum contains general subject-matters which are comparable with the general subject-matters of other secondary schools. Courses are completed by vocational options which are now taught in other secondary schools.

In the practical training, students develop their manual skills and abilities through putting into practice their theoretical knowledge. This training represents a basic component of professional education provided by secondary vocational apprentice training centres. Its programme is coming out from the common basis for the whole groups of apprentice training cycles and represents a unifying factor of the educational process.

From the total number of apprentice training branches, 67.8 % are accessible to boys and girls; to 32.7 % of branches such as metallurgy, mining technology, machinery, building industries, girls do not have access, due to physiological and hygienical reasons.

Secondary vocational schools educate students for performing secondary technical, economic, social, cultural and other activities as well as some pretentious working occupations. The educational content of the secondary vocational schools is a vocational programme with advanced components of general and polytechnical education.

General polytechnical education involves the following subjects : social and natural sciences, languages, mathematics and physics, physical training and sports. The aims and content of the basic subject-matters are the same as those in other secondary schools, but the conception and structure, as well as the methods and forms of instruction, are functionally adapted to the aims and the structure of vocational training. The entire didactical system, however, remains maintained in order to fufill its general polytechnical and preparational function. Courses of general polytechnical education are taught through both theory and practice.

The center of vocational training provides courses in basic and special vocational subjects. Basic vocational subjects equip the school-leavers with general and technical knowledge and skills. By this fact a wide specialization of the students is being created and at the same time the foundations are being given for their adaptability in very wide directions of their activity. The content of basic vocational subjects constitute a basis for vocational specialization of the school-leavers and very often it is common for all branches.

Special vocational subjects provide the students with indispensable technical, technological, economic, organizational and other knowledge and skills to such an extent that the school-leavers could immediately apply them and, thus, be quickly involved in the work in the field of their competence.

The training for an immediate participation in a qualified work is the main objective of the practical training. The centres, which provide such a training, are equiped with facilities for practical exercises, laboratory exercises, workshop training and other activities. In addition to this students have to perform an operational practice under real operational conditions. To obtain full qualification with necessary specialization, the school-leavers have to perform entrance practice and, later on after leaving examination, to attend several forms of further education. This further training gives them an opportunity to acquire a further specialization in the field of their professional competence and to get acquainted with novelties.

Secondary vocational schools are grouped in the following basic types :

- secondary industrial schools
- secondary economical schools
- secondary agricultural schools
- secondary schools for forestry
- secondary sanitary schools
- secondary pedagogical schools
- secondary schools for industrial arts
- conservatories.

The content structure of secondary vocational schools is expressed by the system of wide-profiled and relatively stabilized branches of study. According to the actual cultural and regional needs, a more specialized course may be developed from the existing course of study. This development is achieved mostly through introduction of new alternative subjects.

Secondary vocational schools have various manifold organizational forms of internal and external studies with different duration, depending on the field and level that the students have had previously.

All courses of study in secondary vocational schools are accessible to boys and girls under the same conditions with few exceptions as mining (work under the earth) and forestry where for physiological and hygienic reasons girls may not be accepted.

Grammar schools provide 4-year course of general and polytechnical studies to young people to serve as a basis for the study in higher education institutions and for certain careers in order to cope with increased demands for more intellectual and scientific qualifications.

General polytechnical component of the training is represented by compulsory subjects (mathematics and natural sciences, social science, languages, premilitary training, physical training and sports).

Polytechnical component as an unseparable part of general education is represented by all subjects, especially by those of mathematics and natural science, by instruction of compulsory subject "the fundamentals of productions" and by optional and extra subjects. The content of the subjects of mathematics and natural science has been conceived in such a manner so that the pupils got acquainted with the use of theory in practice of the socialist construction.

Vocational component of the grammar school curriculum is represented by the compulsory subject "fundamentals of production" and optional vocational subjects that aim at furthering and deepening the training of school-leavers and, at the same time, at providing them with opportunities for professional and social practice. A constituent part of the fundamentals of production is a continuous working practice differentiated according to the content of optional group of vocational subjects.

The system of subject "fundamentals of production" and of optional groups of vocational subjects is a continuation of the training by work in basic school and of subjects of natural science. It provides the school-leavers a general technical orientation, knowledge, skills and habits from the sphere of the sciences that are being utilized in the production and from the sphere of its organization and management. In their chosen options, students extend their knowledge and abilities through studying in other subjects as well.

In this system of subjects, students in the two lower grades have the same common courses of technical character, and students in the two upper grades have to choose three vocational subjects according to the social need, school conditions and individual interest, namely of the following fields : machinery, electrotechnics, chemical technology, building industries, agriculture, calculating technique, fundamentals of economics. In addition, other vocational subjects may be added to the training programme so as to cope with regional social needs.

At the end of their training in grammar schools, students must sit for an examination with a view to obtaining the General Certificate of Education. This certificate enables them to take up a career and to participate in activities of various spheres of our national economy according to the school-leavers' fields of specialization : operational technicians, assistant constructors, assistants of research institutes, professional laboratory workers and the like.

Optional subjects give to students the possibility of developing their personal interests and faculties. Talented students may study, in accordance with the objective social needs, in classes providing specialized training in natural science, mathematics, languages, physical training and other lines.

The universities, as the highest level of the Czechoslovak education system, educate highly qualified experts for all branches of the social practice and simultaneously they solve scientific and professional problems of all directions of the social life.

The unity of science, education and instruction represents a basis of the activity at universities. A scientific research on phenomena, on solutions of problems and on perspectives of the social practice represents an important means of the teaching process. By its scientific content and method such a process is aimed at the training of a socialist scientist and expert.

In agreement with the requirements of an immense development of scientific knowledge, of permanent growing extent of new scientific and technical knowledge and their application, the education at universities is oriented upon the theoretical foundations and methods of their application. Through this approach, scientists and experts try to solve new difficulties encountered in the practice. The content of the study is built by a logical system, enabling an organic and early introduction of new information into the programme of the study.

To meet the permanent growing requirements upon the adaptability of experts, the universities are directed at the training of graduates experts with a wide professional specialization, based upon a profound mastering of the theory of their fields of specialization. This fact is contributing at the same time to a more effective utilization of university education.

The study at universities is being organized according to the branches of study. These branches are established according to the needs of the social practice and the development of science and techniques. The study may be accomplished in two equal forms, i.e. at the internal and external study.

The length for each study is fixed differently according to its content, to the evolution of the related scientific branches and the needs of the social practice in the space of four to six years. A scientific educational guidance at universities together with a rational arrangement of the content of the study and application of effective methods of educational activity of university pedagogues, development of the further education of graduates especially in postgraduate studies and furnishing of the study by modern aides and equipment create conditions for a gradual optimalization of the length of university study in the majority of study courses.

In the educational process at universities the scientific organization and management of the pedagogical process is consequently being realized, by respecting the hygiene of the student's intellectual work. The basis of scientific management of the educational process is represented by the established information system securing social, political, scientific, technical and economic information for the students, pedagogues and scientific workers. A well-developed scientific research activity in the sphere of pedagogy and psychology of university study as well as an analysis of the content, methods and conditions of the work of university students and professors contribute to a permanent increase of quality and effectiveness of all activities at universities.

Much attention is being devoted to an early discovery of specially gifted and talented students and to organization of different educational programmes corresponding to their learning and intellectual capacities. Universities utilize active methods and forms of the student work, first of all activity of institutes, departments and social practice.

At the universities, the scientific and research activities are considered as prerequisite conditions for realization of the training of experts according to the principle established unity of science and education. This activity is mainly oriented towards implementation of serious tasks and the social practice.

The progress of science and technique and the position of a man/woman in the socialist society require that the education should not end with departure from university. The care of universities for their graduates is realized by postgraduate studies and further advanced studies.

Postgraduate study represents an unseparable component of the Czechoslovak educational system. It serves first of all to deepen the acquired specialization, to acquire new knowledge from the respective branch and to extend qualification as far as possible. In addition to postgraduate studies the universities develop also other forms of upgrading the qualification of experts, mostly on the basis of actual needs from the practice.

The training and education of highly qualified experts is linked up with the training of new scientific workers, chosen from among talented university graduates, who have proved in the practice that they possess all prerequisite qualifications for research activity. The education of new scientific workers is conducted through internal and external research fellowship, whereby the Ph. D. or D. Sc. thesis are aimed first of all at the solution of important scientific, social, economic, pedagogical and technical problems.

In all branches of study at universities boys and girls are given the same conditions of the study.

In the efforts to improve conditions for university studies, the solution of girl students' specific problems such as maternity and childcare have been given due attention. In the past these two problems were the main reasons which obliged a number of girls to interrupt their studies for a long period or to abandon them. In Czechoslovakia today these two problems have been solved.
Firstly : a social security is provided to women students during pregnancy, maternity and childcare periods. Thus, in addition to the fellowship generally provided to students, pregnant and young mother-students receive a special fellowship which is granted according to their social needs (e.g. number of young children). Such fellowship enables the young mother-students to cover all expenses connected with pregnancy, maternity and childcare.
Secondly : accomodation of married students.Couples are accomodated in hostels especially designed for them in university campuses. For their children of pre-school age, nurseries and infant schools are being established in such a way that parents can continue their university studies without being disturbed. This measure has a very positive impact with regard to the reduction of dropout among student-mothers and the progress of their studies.

In addition to the allowances provided to all participants of external studies in secondary schools and universities, separate allowances are given to women-students who have to take care of at least one child aged below 15 years old.

### 4.1.2. Results from research and analysis of the level and problems connected with the education of women in the Czechoslovak educational system.

The access to education and to vocational training is recognized as a fundamental right of the citizens of Czechoslovak Socialist Republic. It represents an important factor of the social progress and one of the most important pre-requisites of equality of rights between men and women.

Ideally, an all-round educated man must be also a harmoniously developed socialist citizen. This ideal applies to men and women without discrimination on the grounds of sexes. All citizens of Czechoslovakia, whether they are men or women, are given the same opportunities to develop their abilities and skills, to participate in the life of the society and to contribute actively to its further progress. It is clear that equality of rights for women cannot exist if social and class inequalities continue to exist. Such inequalities can be abolished through generalization of an adequate education of all citizens. The development of a woman into a socialist personality, into an all-rounded educated person standing in the centre of life of family and of society is considered as one of the very important contributions to the development of Czechoslovakia. Political and educational actions towards the achievement of this aim began since 1948 and a very considerable progress has been accomplished during the past decades.

In the school-year 1978/79, girls represented at basic schools 49.0 % from the total number of pupils. At secondary schools of all types (grammar schools, secondary vocational schools, facilities for training of apprentices) this ratio has been principally maintained and it represented 48.8 % from the total number of pupils and apprentices. Practically all girls who have successfully finished the attendance of basic school continue their studies in secondary schools of various types. This is a consequence of a gradual introduction of a compulsory 10-year attendance and a result of our society's endeavours to supply all our young people with full secondary education.

As far as the individual types of secondary schools are concerned the representation of girls is relatively strong in all fields.

In the school-year 1979/80, grammar schools were attended even by 61.4 % from the total number of pupils. Their ratio after a rapid increase at the beginning has been stabilized during last years.

Ratios of girls' participation in grammar school in two different school-years :

1950 - 1951 : 36.5 %

1960 - 1961 : 64.3 %

At secondary vocational schools girls represent in internal studies 62.7 % and in external studies 50.5 % from the total of pupils. The tendency of the share of the girls in this type of secondary school has permanently increased. In the school-year 1960/61 their ratio in the internal study represented 50.2 % and the external study only 28.6 %.

The irregular representation of girls according to the branches of the study at secondary schools remains still a problem. In the school-year 1977/78 the ratio of girls in the respective groups of the study branches was as follows :

| Branch of the study | internal study | external study |
|---|---|---|
| Technical | 34.5 % | 23.4 % |
| economical | 90 % | 87.2 % |
| agricultural | 57.2 % | 41 % |
| pedagogical | 98.5 % | 96.2 % |
| sanitary | 97.8 % | 96.2 % |

When compared with the past a substantial stability of the ratio of girls may be observed in the groups of economic, pedagogical and sanitary directions. On the other hand the ratio of girls in the group of technical branches is low, but it has a still growing tendency. In the school-year 1935/36, studied in these branches at secondary vocational schools only 6.5 % of girls, in the school-year 1960/61 they were 23.9 % and in the school-year 1979/80 the first classes registered 38.5 % of girls from the total number of pupils.

A similar trend may be observed also in the group of agricultural branches, where in the school-year 1936/37 the ratio of girls represented only 16.2 % from the total, during the school-year 1960/61 it increased to 41.8 % and in the school-year 1979/80 the first grades represented 59.4 % of girls from the total number of pupils. The above-mentioned data are referring to the internal study, but a similar tendency may have been observed also in the external study. Such trend represents a long-lasting and socially desired tendency.

Also at facilities for training of apprentices the ratio of girls has a permanently growing tendency. In the school-year 1960/61 their ratio represented 24.1 % but in the school-year 1979/80 already 34.9 %. Quite irregular however, is their representation in individual branches of apprentice training. Girls create a high ratio for instance in the following groups of branches treatment of leather and production of shoes - 90.8 %, economics and organization of commerce and services - 85,3 %, textile and clothing industry - 95 %, technical chemistry and silicates - 79.9 %, technical industrial chemistry - 55.6 %, foodstuffs - 60.9 %. Very low ratio of girls is observed in certain apprentice training branches : metallurgy 17 %, machinery 6.7 %, wood industry 25.6 %, agriculture and forestry 23.9 %.

The most expressive increase of the ratio of girls was noted at the universities. In the school-year 1936/37 universities enrolled for internal study only 17.3 % of girls, in the school-year 1960/61 this ratio increased to 30.6 % and in the school-year 1979/80 even 42.4 % from the total number of students represented girls. Similar trends were observed also in the external study at universities where in the school-year 1960/61 only 18.6 % of girls studied, but in the school-year 1978/79 they shared already 38 %.

From the data presented, it may be seen that the dynamics of growth of the quota of women studying at universities is progressive and in the process of a further development; this ratio may in a relatively short period reach a parity with that of men.

Rather uneven is the representation of girls at respective courses of the study. In the school-year 1978/79 the distribution of girls in individual groups of the courses of study was the following :

| Course of study | Internal study | External study |
|---|---|---|
| universities | 66.7 % | 64.7 % |
| technical | 22.7 % | 14.9 % |
| economical | 60.2 % | 54.9 % |
| agricultural | 29.4 % | 41.2 % |
| artistic | 39.5 % | 22.1 % |

A very low number share girls in the technical and agricultural courses of university studies, although in the last period its tendency is still growing. In the technical branches of study the ratio of girls in the school-year 1960/61 in the internal study was 15.3 % and in the external study only 7.9 %;

however, in the school-year 1978/79 the university study enrolled in the internal study 25.7 % and in the external study 18.6 % girls. In the agricultural branches of study the ratio of girls in the school-year 1960/61 represented in the internal study 17.7 % and in the external study 10.4 % at the beginning of the school-year 1978/79 the study enrolled in the internal study 31.0% and in the external study 44.3 % girls.

These statistical data showed that in the Czechoslovak Socialist Republic all legal, economic, pedagogical and organizational pre-requisites for an equal access of girls and women to the education have been created and that practically the problem of the access of women to the education in general does not exist. There exists, however, a serious problem regarding an adequate and socially desirable orientation of girls and women towards various types of schools and towards different courses taught in secondary schools and universities.

The individual development approximately till age of 18 years is proving explicitly the same abilities and interests of girls in higher education as is the case with boys. When entering the university the interests in the further internal study on the part of girls are decreased and the ratio of boys is therefore higher by 8.8 %. Researches performed in this field have shown that with the adolescence in girls the biological factors influence strongly this process. Many girls enter the marital status already in their age of 18-19 years. This age taken from the point of view of the whole society - The age group around 20, which is in general the largest group entering marital status, have more difficulties for continuing their education further because of the emerging problems such as maternity, childcare, etc ...

The ratio of girls attending facilities of apprentice training centres is very low. This reality is conditioned by two factors :

1/- for 32.7 % of the apprentice training courses preparing for professions, girls may not be accepted due to physiological and hygienical nature in these professions. However, thanks to efforts to apply scientific and technical progress in such professions, the number of courses where girls may not be accepted has decreased considerably. Thus, new conditions are created continuously with a view to increasing gradually the total ratio of girls in the apprentice-training courses;

2/- parents' attitudes regarding girls' participation in certain professions. Such negative attitudes may be attributed to a certain inertia created during centuries;in the past society divided into classes where "being a worker meant being of a second class social position with a lower standard of life". Therefore we consider that a concentrated and intensive educational action directed to parents to explain them the substantial changes that have occurred in the character of labour and the whole social position of a worker in socialism is the most urgent and important action. To overcome such anachronism and other difficulties, a great deal of facilities for education and practice-training have been developed and new types of secondary schools where students can accomplish full secondary education have been established.

From the presented statistical data it is quite evident that the interests of employed women in study at universities are quite low. This phenomenon may be ascribed, as the investigations have shown, to the fact that acceptance to an external university study is bound to a preceding 2-year practice. It means that the candidates for a university study after having finished the attendance of secondary school in their age of 18-19 years may continue only in their age of 20-21 years.

With women, however the age of 20-29 years represents a period of the highest fertility in comparaison with the foregoing or following ages. This is an important factor influencing decision of women in their external studies at the universities.

The main problem, existing in connection with the education of women in the Czechoslovak school system is the problem of insufficient interests of girls in studies of technical courses both in secondary schools and universities.

Results obtained from the researches performed in this connection at psychological research centres in Czechoslovakia are not conclusive enough to permit an explicit explanation of the question as to whether the generally diminished interest of girls in technical branches and technical professions in comparison with boys is conditioned by their psychic peculiarities or by the influence of education, tradition, etc... On the basis of the present data it may be assumed that both of these factors play a certain role. A more detailed information is provided by some generalizations made on the basis of data obtained from investigations.

In general, there are no differences between boys and girls with regard to their intellectual capacities. In different types of secondary schools, boys, in the average, seem to have more facilities.

Repeated researches have confirmed, that the success in school is correlating with general intellectual abilities of boys and girls only in the lower grades of schools. In upper grades of the first, second and third levels, and also in occupation, specific abilities contribute to a great extent to the success. Several investigations have confirmed that specific abilities of boys are more developed than those of girls, that girls have more potential for verbal abilities where as boys have more potential for mathematical, space and technical abilities.

The above mentioned information is in a good correlation with the development of interests : girls are orientated more to the sphere of social work (social workers, teachers, physicians, public servants), whereas boys are more interested in mathematics, technics, investigations.

Such differences, however, do not answer the question as to whether the origin stems from psychical differences or from education in the traditions, etc...

Many causes seem to come from education and traditions : different toys, helping in the household work since the childhood, interdiction of certain ways of behaviour as non-acceptable for boys or girls. Undoubtedly, certain causes may come from the training for different sex stereotypes (man as a protector and bread-winner, woman as a mother). Such attitudes have now greatly changed, but in the tradition, they have a persisting character and also possess a biological fundament.

From the above-mentioned causes, derive different trends in the development of boys' and girls' personality. For instance, women are expected to be more submissive, whereas men are expected to have a more dominant role. When exposed to the same situations of risk, men are beleived to react rationally, whereas women are beleived to to react emotionally.

In addition to all these causes, it has been observed that individual characters, which sometimes are quite opposite, should be also taken into consideration. It is therefore obvious that there is a necessity for taking into consideration all factors of personal, educational and traditional nature.

Investigation on the interest expressed by students during the last years have revealed two interesting situations :

1/- in grades 5th and 7th of the 9 year basic schools, girls' interests for technical and vocational courses are higher in grade 7th than in grade 5th. This shows that schools may influence positively or even change the attitudes gained from family environment and from childhood. The permanent growth of the ratio of girl students in secondary schools and universities confirmed this tendency;

2/- there are more girls enrolled in secondary schools where the number of girls having obtained the General Certificate of Education is twice higher than that of boys, the number of girls wishing to attend technical courses is higher than the number of girls wishing to attend general secondary education.

As a result of all these tendencies, the majority of students attending grammar schools, which are the main sources for recruitment of university students, are girls.

Pedagogical research works in this connection have led to development of new views into the problems of girls' growing interest for technical education. They have pointed out two basic factors which possess a decisive role in this respect :

i) the content of education and the conception of instruction;
ii) the level of professional orientation.

First of all it has been shown, and the practice of the last years has confirmed it, that a decisive point which may influence and strengthen the interests of students, especially girls, in the study of technical branches is the educational process, mainly in the basic school but also in the grammar school. A fundamental condition is, if positive results should be acquired, that the content of education undergoes several changes so that students during the educational process are allowed to get acquainted with the spheres of technique and production not only in theory, but also in practice. It depends generally on the level of polytechnization of the general school.

The general school, especially the grammar school from among all types of schools of our educational system has, in a most expressed manner and for the longest period, preserved the character of an old type school which was isolated from the needs of the practice and the production. Technical education did not exist in these schools. In grammar schools there existed such subjects but they were extremely concentrated upon theoretical problems, without any mutual connections and without technical subjects, not to speak of a practical technical and workshop education of the students. It is quite obvious therefore that, due to their psychic, construction and interests, and to traditions, girls were not given opportunities to get themselves acquainted with the spheres of technique and production.

Secondary schools, which were equiped for traditional theoretical lectures, were not able to provide students with possibilities of practicing their theoretical knowledge. The lack of such possibilities did not give students the opportunities to master their intellectual and physical skills and this affects particularly girls students. Indeed, by tradition, by lack of awareness and acquaintance, girls students are not generally attracted by technical and technological courses. Therefore, to help them in overcoming these barriers, schools should give them the possibilities of learning through practice also, of developing their own experiences, of using their own hands, etc ... In other words, they should receive both theoretical and practical trainings in order to have confidence in mastering them.

The new Czechoslovak school administration was aware of these crucial problems when it took over the responsability. After an in-depth analysis of the situation, new appropriate measures were adopted and implemented since the beginning of 1970's.

One of the fundamental actions in the construction of the whole education system was the substantial deepening of the polytechnical aspect of the basic schools and secondary grammar schools.

In the basic schools, subjects related to production and technics have been introduced in the curriculum. These new subjects are referred to as "training by work" and "fundamentals of technics". The teaching of these subjects is conducted through theory and practice and the whole programme is strengthened further by other activities.

In secondary grammar schools, where humanities and sciences used to be taught in separate streams, a uniform programme has been introduced. Mathematics and natural sciences are no longer considered as separate streams, but as optional subjects. As a result of this change, the preparation of students for further studies in universities has been greatly improved, especially in technical streams.

The curriculum of secondary grammar schools has been enriched by basic vocational education which helps the school leavers in the choice of field for their studies in universities. The basic vocational education involves theory and practice. It provides students with a general technical orientation as well as options which may be applied in basic branches of the production and in social activities (machinery, electrotechnics, chemical technology, building industry, computing technique, economics).

A substantial deepening of polytechnical character of all subjects in the basic shools as well as in secondary grammar school, a system of optional and facultative subjects and circles at the mentioned types of schools have created the fundamental pre-requisite for an intentionally arranged vocational guidance of students, especially the orientation of girls for technical education has a central position. The absence of such guidance during past years was a cause of lack of students' interest, in general, in certain fields of studies, and of girls' interest, in particular, in technical education.

Our experience has confirmed that the way to an effective socialist vocational guidance of young people begins with a better system of work and polytechnical education. All educational activities should contribute to the achievement of this aim, and all young people should have opportunities to attend a well organized polytechnical education. A socialist attitude to work, to occupation, to necessary technical knowledge and skills may be acquired only when a child or young boy or girl has the occassion, since early age, to work with his/her own hands, to utilize various work instruments, to win gradually working knowledge, and skill and, in particular, to be actively involved in the production process or in a few professions.

The analysis has shown that a fundamental pre-requisite of an effective vocational guidance is not to identify it with the choice of the course of the further study. A final, conscious choice of fields for further study or profession is a very important component of socialist vocational guidance, but it represents only one of the points, or a short phase of a long term educational process. Vocational guidance must be involved from the very beginning of the educational process, in all subjects and by all teachers. Such guidance should not end with the choice of the next studies or future profession, it should continue during the whole training in secondary schools and universities.

In the choice of the further study or future profession, the interests and needs of the society should be considered as of first priority. This priority involves development and continuing improvement of technical education, and especially the access of girls to this type of education. Socialist vocational guidance endeavours to harmonize individual interests, inclinations and requirements of young people regarding their choice for further study or profession with the needs of the society as a whole. This does not mean that individual inclinations, interests, talents and gifts should be ignored. However, we consider that talents, gifts and special abilities may develop only when suitable social conditions and pre-requisites are established. A dialectical harmony of common and individual interests, social interests and needs of the socialist country and interests of individuals creates a necessary space or possibility for a free development of interests, abilities, talents and gifts in the widest extent, from the whole population of young people. As practical experience has confirmed, the interests, inclinations and abilities may change substantially, and develop further as a result of a good education. For this reason, the socialist vocational guidance has first of all an active, educative character.

An important result of the analysis of the effectiveness of vocational guidance is the fact that the above mentioned action must not concern only students and schools, but also the families and the society as well. Schools and school administration must cooperate with respective branches of production and enterprises. This cooperation leads to a gradual integration of the vocational guidance into the global system of educational advisory guidance (1) which is based on the needs of the whole society. Such system of educational advisory guidance has been started in the Slovak Socialist Republic. This system is headed by the Commission of the Government of the Slovak Socialist Republic for educational advisory guidance, has a uniform ideological, political, conceptional and methodical platform. It is interdisciplinary system of advisory and concerns the whole system of advisory guidance. Similar commissions exist in every district and region. Administratively the whole activity is managed by the Ministries of Education and of Work and Social Affairs of the Slovak Socialist Republic and other branches. Technical aspects are the concern of the Research Institute of Child Psychology and Pathopsychology. At the regional level, technical aspects are the concern of the Regional Pedagogical and Psychological Service and the Pre-Marital and Marital Advisory Council. At the level of district, the District

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(1). - A schema of the organization of the educational counselling is given in Appendix 5.

Pedagogical and Psychological Advisory Service and the District Pre-Marital and Marital Advisory Council are involved. At the lowest level of the system, educational counsellors in all basic and secondary schools operate.

The whole system will be reorganized in such a way that it would form a global and continuing process which takes care of men and women equally in terms of education, training and employment, as well as in terms of social security, lifelong education and all-round development.

Families plays an important role in vocational guidance of youth, especially girls. However, to a limited extent, certain parents and certain traditions continue to have negative influence as follows :

i) one opinion considers that technical education is not very suitable for women;

ii) another opinion considers that professions connected with production and technics are less appreciated in terms of social status than other professions such as physicians and lawyers.

The low interest of girls in technical education is also caused by the opinion and attitudes of some leading workers in enterprises with regard to women employees. Solutions to problems caused by such opinion and attitudes exist but unfortunately all employed women are not aware of. Therefore these opinion and attitudes and the negative attitudes of some parents, as well as the lack of appropriate awareness about the rights of employed women influence on girls students' decision and generally keep them away from technical education.

All the above-mentioned barriers still exist to some extent, but do not constitute a very significant factor against the highly positive influence of socialism on the advancement of the status of women. Nevertheless they should be taken into due consideration and appropriate efforts would be necessary to eliminate them.

### 4.2. Women's participation in higher education and the related problems

Universities are the highest institutions in our education system. University students have possibilities to prepare for scientific careers. After successful completion of their studies, they receive Certificates or Doctor degrees in sciences, depending on the level of the studies which they have accomplished. The proportion of girl students having completed university studies in Czechoslovakia has increased; they are now 14 % of women among workers engaged in creative research activities.

The main condition required for working in scientific careers is a university degree in sciences (Certificate and Doctor degree).

The certificates in sciences certify that the holders possess good knowledge in sciences and are qualified to perform creative scientific works, to work out solutions to scientific problems, to apply scientific methods, to carry out research works in sciences.

The Doctor degree in science certifies that the holders possess very high scientific qualifications, and that they have achieved important original and personal scientific works.

In 1975 in Czechoslovakia there were 20,198 Certificates of science from this total amount women represented the number 2,484. The women constituted 12.3 % of the total number of persons holding the scientific degree of a Certificate of science.

There were 1,672 Doctors of science in Czechoslovakia and from this number 37 were women (2.2 %). Related to 10 000 women the scientific degrees (C.Sc. and D.Sc.) possessed 3.3 % of women, whereas to 10 000 men falls 26.9 % of the mentioned scientific degrees.

The development of the percentage of women holding Certificate in science in relation to the entire number of the women studying in the years 1955-1971 is as follows :

| Years | Number of women studying at universities | Number of women studying per one woman C.Sc. |
|---|---|---|
| 1955/56 | 12 300 | 1 367 |
| 1960/61 | 24 307 | 405 |
| 1965/66 | 37 355 | 259 |
| 1970/71 | 40 947 | 353 |

During the period 1955-1975, the percentage of women having received Certificate of science represented in average 12.29 %. The respective ratios during successive years of this period are the following :

| Year | Women C.Sc. in % | Year | Women C.Sc. in % |
|---|---|---|---|
| 1955 | 4.95 % | 1966 | 11.82 % |
| 1956 | 3.87 % | 1967 | 12.32 % |
| 1957 | 2.71 % | 1968 | 15.09 % |
| 1958 | 8.24 % | 1969 | 17.37 % |
| 1959 | 7.29 % | 1970 | 14.78 % |
| 1960 | 8.89 % | 1971 | 14.90 % |
| 1961 | 11.61 % | 1972 | 14.40 % |
| 1962 | 11.37 % | 1973 | 15.59 % |
| 1963 | 9.08 % | 1974 | 12.24 % |
| 1964 | 9.36 % | 1975 | 15.82 % |
| 1965 | 11.00 % | | |

The following scientific branches are those in which girl students obtained Certificates in sciences :

mathematics-physics
chemistry
medicine
pharmacy
agriculture
veterinary medicine
philosophy
economy
law
pedagogy
arts

In the years 1969-1975 in Czechoslovakia the proportions between girl students and boy students having succeeded in obtaining university degrees are as follows :

| | |
|---|---|
| Certificates in sciences | for 1 woman there were 5.6 men |
| Doctor in sciences | for 1 woman there were 26.7 men |

The scientific training of women and their success in the spheres of science, research and development in terms of obtaining university degrees may be considered from 3 standpoints :

1. historical standpoint
2. abilities of women for a creative intellectual works
3. present objective and conditions for a scientific training.

Firstly, the level reached by women concerning their participation in scientific careers has, from historical standpoint, achieved a great progress both in number and varieties. This may be considered as a new social phenomenon which occurred mainly in the second half of this century. In Czechoslovakia this phenomenon is without any doubt conditioned by the socialist social order. The real ratio of women holding scientific degrees and active in the sphere of science and research denies the old prejudices according to which women are made for non-creative and stereotyped works and particularly for social works. Along with this same idea, it was believed that in the spheres of science women cannot catch up with men before 30 to 35 years as far as the general aspects of scientific training are concerned. In terms of Doctor degree in science, it was believed that the delay for catching up would be longer.

Secondly, with regard to the abilities of both sexes for intellectual creative works in sciences, the full development of women's abilities is still in a certain manner behindhand because of the reasons given above, in historical standpoint, and of disadvantages that women seem to have in scientific works.

In comparing the rates of scientific degrees obtained by women and by men, it was observed that women are somehow less rapid in submitting the results of their scientific activity (this observation reflects a certain feeling of diffidence; it needs for the further verification before conclusions can be made). Other investigations showed that "there are less women in scientific degree work at universities (11.7 %), than in applied research (16.9 %). For women, the applied branch research seems to be more suitable as it is bringing more rapidly practical results. Such research activity does not require a profound and long concentration as for the basic research performed at the universities and in the institutes of the Academy of Sciences".(+/1)It seems paradoxical that in the most feminized branches such as humanities and in those branches traditionally considered as feminine (law, philosophy, economy), there are less women holding candidates of science than in the branches, where the feminization has a lower level and the women started their activity much later (chemistry, medicine, mathematics, physics, etc...). It may be presumed that in the women the sense for practical, more material, empirically provable results of the scientific activity dominate over the abstract theoretical orientation.

Thirdly, motherhood, family cares and households constitute disadvantages of women in comparison with men. These disadvantages become particularly acute between ages 20 to 35 when the situation for a scientific work is the most suitable and when the habits for a systematical creative intellectual activity begin to take a permanent shape. Certain analogy for the conclusions on the women active in the scientific sphere may be drawn from the research of the feminization of the medical profession, where there are permanent needs for keeping knowledge up to date in the same way as for any scientific work. Results of investigations have confirmed the disturbing influence of the above mentioned functions (motherhood, family, households) upon professional improvement of the women-physicians. More evidently this advantage is confirmed by the fact that during the university study, girls generally achieve better results than boys - (they had however the same objective conditions for the study). For instance, nearly 30 % of girls had in the fourth year of the study average results ranging from 1 to 1.5 whereas the percentage of boys achieving the same results is only 18 %. Concerning the worse results, the percentages are lower among girl than among boy students : 2.6 % to 4.94 % for girls; 11.34 % for boys.(+/2)

After having finished the study the great majority of women have to cope with motherhood, family cares and households. Therefore they have less time for their own works for further qualifications and higher degrees.

All the above-mentioned standpoints have mutual influences. The causes which prevent women from working to the full extent of their intellectual capabilities are mainly the problems of childcares, family cares, and households. To eliminate these problems, special measures such as part-time work, flexible working hours, social cares for children of working mothers, should be created and developed.

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+/1. J. Sedliak - Women in science. Theory of the science development II/3, 1978, p. 66

+/2. J. Jančovičová - Problems of the medical profession in Slovakia. In : Sociológia 5/1974, p. 455.

The fact that the women are interested in the scientific career was revealed by the results of investigations performed by the Institute of Psychology of the Comenius University in Bratislava. This Institute prepared an exploratory questionnaire, where, among other questions, students had to answer the following question with 4 alternative possibilities of choice :

A perspective of a profession in the scientific research

a) is not attractive, I am more practically oriented;

b) is attractive for me, but I am afraid that I am not suitable for it;

c) has been for ever attractive for me and I hope it will be possible for me to work in this field;

d) is attractive for me, but evidently I will prefer a more materially advantageous profession.

The questionnaire was responded by the students of three faculties of the Slovak Technical College and by the students of 3 faculties of the Comenius University in Bratislava. Percentage distribution of the results according to the alternatives of the answers is the following :

| Slovak Technical College | Men (%) | Women (%) |
|---|---|---|
| a | 38.10 | 36.00 |
| b | 19.05 | 40.00 |
| c | 15.87 | 8.00 |
| d | 26.98 | 16.00 |

Comenius University

| Faculty | Law | | Medicine | | Pharmacy | |
|---|---|---|---|---|---|---|
| | Men % | Women % | Men % | Women % | Men % | Women % |
| a | 50.91 | 42.86 | 48.61 | 38.46 | 13.33 | 26.42 |
| b | 21.82 | 32.14 | 22.22 | 38.46 | 20.00 | 51.89 |
| c | 5.45 | 14.29 | 12.50 | 23.08 | 26.67 | 9.53 |
| d | 21.82 | 10.71 | 16.67 | 0.50 | 40.00 | 12.26 |

In comparison with the results of investigations performed in the West Europe it is evident that Czechoslovak girl-students manifest an extraordinary high interest in scientific career. The most evident difference between men and women may be seen at the alternative b/ : .... but I am afraid that I am not suitable for it. This difference shows that psychological counselling can play a very important role, and confirms that the school counselling service should strengthen the self-confidence of the women regarding their intellectual potential.

## 4.3. Results of research and analysis on the level of out-of-school education of women in Czechoslovakia.

### 4.3.1. Results of research and analysis on the level of out-of-school education of women in Czechoslovakia.

Out-of-school education of adults is an important component of the Czechoslovak educational system. It is subordined to the process of the socialist society development and is oriented to the satisfaction of social needs of a well-developed socialist society as well as to individual needs and interests. Out-of-school education contributes also to the formation of an all-round and harmoniously developped personality by overcoming onesidedness characterizing, as a consequence of preceding forms of education in a prevailing manner, the present man.

This form of education is realized in agreement with the aims of the communist education by developing the creative abilities and forces of everyone. Specific features of extramural education of adults in the framework of the permanent education are its democratic and voluntary character. This education is stimulated not only by the objective needs of the development of the whole society, but also by the subjective needs, by the desires of people to attain knowledge and to develop their personality. Thus the extramural education represents a starting point for self-education and self-formation. It is not aimed at the reproduction of the labour force. It does not repeat the knowledge acquired at schools for the professional training, but it tries to deepen general knowledge, the development of interests and knowledge on the newest scientific discoveries, the education for better interhuman relations in the spirit of the socialist moral, etc ...

The main sense of the efforts developed by the extramural education in this sphere is to train the people and to provide them with manifold possibilities for a creative utilization of their free time. The socialist State is responsible for the conception, the programme tasks and a proper ideologically political orientation of the extramural education. The Ministry of Education and the respective organs of the National Committees perform the controlling, organizational and coordinating activities and responsabilities.

Among the most important facilities and institutions of out-of-school education, there are :

- regional and district cultural centres,
- social organizations of the National Front,
- scientific-popularization societies,
- libraries and information centres,
- museums and galleries,

- astronomical observatories and planetaries,
- botanical and zoological gardens,
- communicative means, mainly the radio and television,
- scientific, short, artistic and educative films.

From the above mentioned it is clear that all these facilities are dealing with the extramural education of the citizens of Czechoslovakia generally and to not exclude specific forms for the women although sometimes certain differentiated aspects may be observed in them.

The aim of the socialist society is to remove the remmants of a social inequality between men and women and to attain an absolute equality between them (not biological one). This requires the creation of equal conditions for the development of both sexes in their education, work, also in extramural education. In the out-of-school education such tendencies are reflected in the equal content orientation of the individual forms of extramural education for the both sexes. It does not mean, however, that the women should not have certain specific needs derived from the motherhood and special views on the hygiene, aesthetics and personal tastes.

The extramural education of women take, into due consideration their historical disadvantages as well as rapid growth of requirements of their new social roles, both in the productive sphere and in the sphere of their socially and political activities.

The Czechoslovak Union of Women reacts most adequately with regard to such specific needs and interests of the women. This Union by its two national organizations, the Czech and Slovak Unions of Women participate most systematically in the specific forms of extramural education of women. The Czechoslovak Union of Women has at present nearly 1,000,000 members.

The Union is organizing an intra-union training in which more than 200,000 women-members participate every year. Such a training is oriented upon the explanation of the differences in the position of a woman in the socialist, developing and capitalist countries, on the peaceful policy of the USSR as well as on information concerning important political events, etc... Special attention is paid to the formation of the socialist consciousness and the personality development in the women. At such problems are aimed also various exhibitions, cultural events and excursions. For instance, in 1977 the Czechoslovak Union of Women organized 2 500 exhibitions and 25 000 cultural events. Regularly meetings of 3 generations of women are organized as well as meetings of women coming from other countries.

In the Czechoslovak Union of Women there are more than 20 000 circles of special-interest active as well as 1 000 ensembles oriented upon satisfying of specific interests of the women. In the circles, there are organized courses of tailoring, embroidery, rational household keeping, flat culture, education of children, etc ... A special attention is paid by the Czechoslovak Union of Women to the education of their members with regard to marriage and parenthood. To the most popular forms of such education belong "Academies of parents" and "Little family schools" in which a connection of the theory with practical examples of the care for a child in the young family is practised. In the years 1974-1977 more than 35,000 young women, but also 6,132 young men participated in such courses.

An important role in the education but also in the influencing of the way of thinking in women play journals edited expecially for the women. They belong to the most-popular journals and become gradually more and more the family journals.

The publishing activity in the sphere of the women journals in Czechoslovakia is demonstrated in the following table.

Table 1

Average press run

| Title of the journal | Numbers a year | Number of pages | 1974 | 1975 | 1976 | 1977 | 1978 |
|---|---|---|---|---|---|---|---|
| Vlasta | 52 | 32 | 700,000 | 740,000 | 800,000 | 800,000 | 800,000 |
| Slovak Woman | 52 | 32 | 195,700 | 218,060 | 221,888 | 225,844 | 226,000 |
| Woman (Hungarian) | 52 | 16 | 34,500 | 34,350 | 33,440 | 33,486 | 33,500 |
| Woman and Fashion + | 12 | 48 | 220,000 | 240,000 | 240,000 | 240,000 | 245,000 |
| Fashion | 12 | 56 | 104,500 | 109,200 | 111,587 | 115,805 | 118,000 |
| Practical Woman | 12 | 32 | 200,000 | 230,000 | 230,000 | 230,000 | 230,000 |
| Girl | 6 | 68 | 112,300 | 118,357 | 122,672 | 131,245 | 135,500 |
| Dorka | 12 | 36 | 209,000 | 228,900 | 231,700 | 241,415 | 270,000 |
| Friend-girl (Hungarian) | 9 | 32 | 85,500 | 88,200 | 90,140 | 105,923 | 105,000 |
| Woman-Functionary | 12 | 24 | 9,900 | 10,240 | 9,988 | 10,089 | 10,000 |
| Reporter | 12 | 16 | 25,000 | 27,000 | 28,000 | 38,000 | 40,000 |

+ / Woman and Fashion - since 1976 - 64 pages. In 1977 it appeared 8 times in 242,000 copies.

A summary survey of the extramural education in Czechoslovakia during the years 1975-1978 is shown in Table 2.

Table 2

Extramural education organized by the cultural facilities of National Committees and by other organizations in Czechoslovakia

| Index | 1975 | 1977 | 1978 |
|---|---|---|---|
| Basic cultural-educational facilities | 7885 | 6886 | 6737 |
| Individual educational events | 250435 | 566540 | 540919 |
| Participants in thousands | 14954 | 23114 | 24605 |
| Courses | 39330 | 45802 | 47366 |
| Leavers of the courses | 681366 | 829261 | 819790 |
| Leavers of the people's academies | 262234 | 491036 | 655522 |
| Leavers of the people's universities | 58720 | 116989 | 29845 |
| Leavers of independent lecture cycles | 761638 | 1244832 | 1014815 |

A special position in the extramural education possesses the Socialist Academy of Czechoslovakia associating 42,537 members. The main form of its extramural education is the lecture activity which has quantitatively and qualitatively an increasing character.

While in the year 1973 in Czechoslovakia 165,000 lectures for 6 millions 700,000 listeners took place, till the year 1978 this number increased to 354,000 lectures with 11 millions listeners. Approximately 40 % represent forms, mainly People's Universities and People's Academies in which nearly 700,000 listeners participate yearly. The lectures and the cycles of lectures are concentrated into the following sections : pedagogy and psychology, scientific communism and sociology, political economy and economical policy, natural science and technical propaganda, agricultural policy. Permanently about 40 % of women participate in the lectures or the cyclic forms of lectures.

The women consider for the most worthy the people's academies for the parents. There exist 2 types of such parents' academies. One is short-lasting, it lasts year. It is organized on the voluntary basis in the cooperation with the directions of secondary schools according to the interests of attendants.

The second type, long-lasting form, which started in 1966, comprises the whole attendance of the school of the children, i. e. from the age of 3 years - on entering infant school, till the age of 18 years - on completion of grammar school, secondary school or apprentice-training centre. The purpose of such academy is to educate the parents in educational questions, to inform on the possibilities of the vocational guidance of children, etc... In both forms 80-90 % of women-mothers are represented.

The widest social organization in Czechoslovakia - Revolutionary Trade-Union Movement - is organizing political-economical education and the schools of the socialist work. In such forms at the present time 3 and a half millions of working people are educated, including 40-50 % of women. In the school of the socialist work (in grades 1 - 2) the following numbers of participants have left in the year 1978/79 :

- course of the production effectiveness and the work quality 106,750
- course on the role of science and technique in the national economy 41,000
- course - a position of the man in the productive and working process 53,563

Participation of women at these courses about 30-35 %.

An important role in the extramural education is performed through radio and television. One of the fundamental prerequisites of the influence of radio and television on people is the entire equipment of the houses with receiver sets.

In 1937 there were 27 radio receivers for 100 houses in Czechoslovakia. This percentage has increased as follows : 140 % in 1970, 171 % in 1975 and 180 % in 1978. In 1978, the extramural education had 123,256 hours of broadcasted programmes.

In 1965, for 100 houses there were 51 television sets. The percentages for 1975 and 1978 were respectively 93 % and 100 %. In 1978 about 12,000 hours of programmes were broascasted out of which 12.5 % were devoted to the educational orientation.

According to an absolute majority of sociological researches in the sphere of following the interests and activities of the women in their free time in the first place was put the TV and as the second the radio.

Reading belles-letters was placed as the third. It is estimated that the women in 75 % cover the number of persons visiting people's libraries especially in reading classical literature. The entire level of the equipment and utilization of the people's libraries is shown in Table 3.

Table 3

| | 1975 | 1977 | 1978 |
|---|---|---|---|
| Libraries and items totally | 13056 | 12803 | 12651 |
| Bands totally in thousands | 41618 | 45425 | 47148 |
| Readers in thousand | 2225 | 2419 | 2498 |
| Lendings in thousands | 66601 | 76754 | 80374 |
| Belles-letters | 34329 | 36670 | 37435 |
| Instructive literature | 9363 | 14427 | 16177 |
| Literature for youth | 22909 | 25657 | 26726 |

In addition to a wide network of people's libraries, which have been established practically in every village, there exist also libraries in the enterprises, works, offices or other institutions like school libraries or enterprise libraries belonging to the Revolutionary Trade-Union Movement. These data are complemented by a survey on further facilities serving to the extramural education of working people in Czechoslovakia. They may be seen in Table 4.

A survey on further facilities serving for an extramural education of the working people in Czechoslovakia.

Table 4

| | 1975 | 1977 | 1978 |
|---|---|---|---|
| Museums | 266 | 259 | 256 |
| branch establishments | 198 | 212 | 213 |
| exibitions | 1688 | 1724 | 1655 |
| visitors (thousands) | 13449 | 13842 | 12530 |
| Galleries | 40 | 40 | 39 |
| exhibitions | 2427 | 2732 | 2484 |
| visitors | 3336 | 4644 | 4648 |
| Parks of Culture and Rest | 18 | 17 | 18 |
| visitors of culturally-social events | 7732 | 6604 | 3160 |
| People's Astronomical Observatories and Planetaries | 38 | 42 | 44 |
| visitors | 1023 | 934 | 812 |
| Zoological Gardens | 13 | 13 | 14 |
| Visitors | 3223 | 4149 | 4469 |

### 4.3.2. Significance and role of the Czechoslovak Union of Women in the education of women in Czechoslovakia

The Czechoslovak Union of Women represents one of important organizations of the National Front. It now has nearly one million of lady-members, of whom 40 % are of the age till 35 years.

From the point of view of education of women this organization shares a substantial part of work and responsability and its activity in this sphere is very rich.

The first role consists in helping the state organs and institutions to introduce and realize new forms of education of the women, the second one is to provide education to women and to influence them in order to eliminate the remnants of old attitudes and negative opinions which originated in the past.

The Czechoslovak Union of Women's efforts in education are aimed at the following tasks in which specific forms and methods are used in order to support the programmes of the responsible organs and institutions :

1.- The Czechoslovak Union of Women informs its members and other women about the policy of the socialist state, about its economic and social plans, and leads them to an active cooperation in their realization, to a socialist patriotism and to the proletarian and socialist internationalism.

In realization of this task the Czechoslovak Union of Women is conscious the fact that the women in Czechoslovakia represent nearly one half of the total economically active population. Women do not represent only quantitative working potential, but also quality and their qualifications develop permanently. The majority of professionals with full secondary education are women (56 %), the same with secondary education (60.3 %). Among all professionals with a university education the women represent by 38 %. Among all leading workers of the whole national economy 25-27 % are women. Women in a substantial manner participate in the process of our national economy, social life and culture not only as performing forces, but also as leading persons. The Czechoslovak Union of Women takes the lead in the economical and political education of women/ Women's knowledge and views are often expressed particularly in the areas where women represent an important proportion of labour forces.

With this reality the Czechoslovak Union of Women is connecting the education of women to a socialist patriotism the basis of which is a self-sacrificing work for the society, pride in the results attained, in the firm life perspectives. In this respect the Union is leading the women to a friendship with the women of other socialist countries as well as a friendship with the women fighting for peace, progress and freedom.

2.- The Czechoslovak Union of Women educates the women to a higher participation in the development of public life and management of social matters.

In the contemporary period of the socialist democracy the participation of women in administration and management of public matters has attained a large-scale character. The Czechoslovak Union of Women is endeavouring to deepen this process and is contributing to the preparation of still larger number of its members for an active work in the political and public life. Its attention is devoted mainly to girls and women.

In the last elections in 1976, into the National Committees of all levels women represented 29.5 % of the elected candidates; among the candidates elected in legislative organs, 28.6 % were women. The quota of women in the highest representative organs is as follows :

| | No of deputies | No.of women | % of women |
|---|---|---|---|
| Federal Assembly | 350 | 99 | 28.2 |
| Congress of People | 200 | 58 | 29 |
| Congress of Nations | 150 | 41 | 27.3 |
| Czech National Council | 200 | 56 | 28 |
| Slovak National Council | 150 | 42 | 28 |

250,000 women are involved in the commissions of national committees and in the citizens' councils; 2,032 women are active as chairpersons, vice-chairpersons and secretaries of national committees. In these functions the organizing talent of the women, (consequence, social feeling, certain sense for practical needs of families, children, youth and older people) are very useful. Women' in a substantial way participate in an operative solution of the socialist development of villages and towns, in the development of facilities for children, for cultural, educational, public health and social purposes.

Women's organizations have always supported a combined collective and family education of children and at all levels has tried hard to realize the development of pre-school facilities for children which have an important educational influence upon the youngest generation, on the one hand, and, one the other hand, enable the women to perform professional activities and social works. At present the nursery schools (pre-school facilities for children till their age of 3 years) are attended by 15 % of children, and infant schools (pre-school facilities for children of the age 3-6 years) by 75 % of all children. Especially the infant schools are very popular, they provide excellent education and the majority of families try to enrol their children for a least one year prior to enrolment in basic school. This concerns also families where the mothers are not employed. Women were the first who in towns and villages strongly supported the development of such pre-school facilities.

The Institute for Investigation of Public Meaning undertook a wide research in 1977 on the views of citizens upon the participation of women in the public life. The answers were predominantly positive on behalf of the women. More than 90 % of the respondents expressed their opinion that the women in their public functions proved to be competent. It has been shown that the public activity of women represents an important value in our society and that in the opinion of the majority of the population the woman has acquired a satisfaction of equality in the public activity which for centuries was a dominant sphere of men.

3.- The Czechoslovak Union of Women is contributing to the unification of educational activity in families and of other programmes for young generations, and to the improvement of cares for children and youth.

The cares for families, mothers and children, and the deepening of measures leading to the improvement of the quality of such cares were for ever in the foreground of interests not only of the women's organizations but also of the socialist state, which during the years of its existence has realized a series of measures among the most progressive in the world.

Among the basic measures, there is the motherhood leave of 26 weeks (for single woman it may extended to 35 weeks, the same with mothers giving birth to more children). During the whole time period of motherhood leave, women are paid 90 % of their salaries. After such paid leave, women are given opportunity to stay at home in order to take care of children until they are 2 years old. They may then return under the same financial conditions to her last occupation.

If she has 2 children, first of which is younger than 15 years and the second is younger than 2 years, a mother is allowed to ask for an additional motherhood leave, lasting 2 years. During this time, she is paid maternity benefits in the amount of 500 Czechoslovak crowns (Kčs). If a mother has 2 children in the age till 2 years, this amount is increased to 800 Kčs; with 3 children to 1200 Kčs a month. Such contribution is provided also to mothers who were not employed before the childbirth.

On the occasion of a childbirth a family is provided layette grants of 2000 Kčs for baby-carriage and baby's outfit.

All families with unprovided children (i. e. till their age of 26 years in the case that they study) the state is awarding grants for children in a unified manner according to the number of children :

| | |
|---|---|
| for one child | 140 Kčs a month |
| for two children | 530 Kčs a month |
| for three children | 1030 Kčs a month |
| for four children | 1480 Kčs a month |
| for each next child | 290 Kčs a month. |

In addition to the above mentioned grants there exists a series of other social measures in favour of women and families with children.

A special attention is paid by the socialist state to young married couples. They are awarded loans with state subventions and reduction of higher amounts at the childbirth. There exist allowances for rents according to the number of children, advantageous recreations, minimal fees for boarding of children, etc...

The Czechoslovak Union of Women takes up an attitude to the social provision of families, it is coming with real requirements which deepen the present legislation. Its standpoints to the proposed regulations are considered as very important ones.

The Union is contributing to a systematical education of the marital status and parenthood and it is proposing that a family in the socialist society in the sphere of the education of children should be oriented first of all upon fulfilling of the following objectives :

- education for positive work attitudes,
- education for positive character properties, i.e. first of all integrity, responsability, sincerity, modesty, veracity, sense of justice, collectivism, self-criticism and good relation to other people,
- education for a progressive world view, proletarian internationalism, socialist patriotism and attitude to the socialist patriotism,
- development of aesthetical feeling of a child and a positive attitude towards the cultural heritage,
- education for cultural habits and education for marital status and parenthood.

The above mentioned objectives are very complex and pretentious so that in their fulfillment many positive as well as negative features may be encountered. For this reason The Czechoslovak Union of Women is cooperating and supporting the activity of Pre-Marital and Marital Advisory Counsels, it is helping in acquainting the women with the principles of scientific pedagogy and psychology, leading to a realization of active forms of the socialization of children, organizing so called "small family schools" for thousands of girls and boys.

The Union is paying special attention to mothers educating their children alone, and children who had lost their natural family environment. In this respect actions may take forms as follows : sponsorship of organizations of women over the children's homes, help in adoption and taking into tutorship.

The Czechoslovak Union of Women is paying much attention to the cooperation with schools and to the care for the free time of children. From among the members of the Union many thousands of volunteers are active as leaders in the Pioneers' Organization, who help to develop the personality of children and to organize adequate activities of quality for their free time. In such activity the collectives of employees participate very largely. For instance the Groups of the Socialist Work in which many women members of the Union are working take many children of their collectives under their sponsorship, they cooperate with children's centres and clubs, etc... The aim of such educational activities is to contribute to a uniform function of a family, school and society in the education of young, healthy, morally well-developed generation.

## 4.- The Czechoslovak Union of Women is contributing to the development of special-interest activities for Czech and Slovak women.

The Czechoslovak Union of Women is organizing a series of lectures, discussions, circles, seminars from various branches which contribute to the education of women. Thousands of girls and women participate in the development of physical and body education of children and youth. The organizations of women have joined the preparation of the Czechoslovak Spartakiade 1980, they persuaded parents to act as trainers and to participate actively in the contest of infant schools which represented a component of the spartakiade preparation. Especially in little villages the Union is organizing a regular physical training of women so that till now many thousands of women were introduced into daily large-scale physical training.

Special-interest circles are contributing to the enrichment of cultural and social life in the towns and villages. The activity contents is very wide and manifold, including circles of tailoring, cooking, embroidering, rational household keeping, flat culture, health education, education of children, etc...

In the national as well as the state level every year contests of women-amateurs in the artistic presentation of the prose and poetry take place. During the International Year of the Woman in 1975 a series of exhibitions to the topic "Woman and Socialism" took place. Some of these exhibitions were shown also abroad. Similar situation occurred in 1979 when the International Year of the Child was celebrated, this event has much influenced the activity of the Union and has led to a wide pedagogical-educational work especially among young women.

An important educational role among women may be ascribed to the magazines for women. At present there are in Czechoslovakia 11 magazines for women. The publishing houses Mona and Zivena issue also other literature for women with a view to deepening their special-interests activities as well as to informing them on the specific problems in connection with the education of children, household keeping, cosmetics, etc...

To education of women organized by the Czechoslovak Union of Women takes place also in individual plenery sessions of the Czech, Slovak and Czechoslovak Unions directed conceptionally at the topical problems of the society, further seminars to the topical questions of the woman movement (e.g. "What the socialism offered to women - how the women contribute to the development of the socialist society", "Participation of the Czechoslovak Union of Women in the development of pre-school facilities for children", a seminar "To the elections into the administrative organs", a state seminar "To the activity of the Union in the housing estates", "30 years of the February Victory - 30 years of the formation of the Czechoslovak woman", etc...).

An important action is the education of the members of the Union assuming a responsability. Such courses are directed every year to a certain cluster of problems, e.g. to topical questions of the international policy, to the tasks of the Union after the XVth Congress of the Czechoslovak Communist Party, etc...

A great deal of the cultural activity is realized also by a careful publishing policy of the Czechoslovak Union of Women, where a series of documents and methodical materials from the congresses and plenary sessions of the Union are distributed among the members. By this fact a uniform information on important union sessions but also international sessions and events is provided helping in such a way to educate Czechoslovak women.

### 4.4. Results from research and analysis of the level and problems in the education of women.

The role of the education in organizations is to provide an optimal agreement between the readiness of labour forces in an organization for the best possible performance of actual tasks and the development of science and technique, of new technological procedures, improvement of the work organization as well as organization of the production and management. It is a dynamic process as the requirements for the fulfilling of the tasks have from the quantitative and also qualitative points of view an increasing character. This requires permanent changes in qualification of individuals, enabling and developing the progress. The further mission of the education in enterprises is to secure the social activity of employees. This form of training is being realized at the enterprise, branch and department educational facilities.

Education in enterprises is providing care for the employees starting the working activity till their leaving for rest in three basic periods of development :

1. period of entrance practice. In this period the new employees is acquainted with the organization of the enterprise and with his working place. In this period also the pre-requisites and possibilities for the further performance of occupation are being verified for which the respective person has been trained in the school system. In theory, the practical training in a specialized field cover all necessary skills for the performance of the relevant occupation.

2. period of political and professional growth. In this period the ability for the performance of the occupation is enlarged and deepened by extending the specialized theoretical knowledge in the concerned field of specialization and in the related branches, whereas the practical training is orientated upon the managing of modern work methods as well as upon extending of abilities to put the theoretical knowledge into practice.

3. period of the political and professional development. In this period the employee is given opportunities to complete and renew the theoretical knowledge of science; technique and technology, eventually to acquire abilities for a performance of new professions or higher functions. The practical training in this period is aimed at the development of an independent creative work.

According to the professional categories and occupational functions the education in the organizations is divided into the training of adult workers and a further improvement of their abilities, into entrance practice of the school-leavers from secondary vocational schools and universities, training of young talented employees from among which the next specialists and experts as well as the leading persons will be chosen, training of chief workers, training and further improvement of the working ability of other employees in the agreement with the development of the science, technique, technology and economics.

An extraordinary progress of the education in the organizations recorded in 1975, and only in some chosen basic branches, 1,923,479 employees were involved in this form of education which represented 49 % from the total number of workers in these chosen branches.

Concerning the share of women and of their problems in this field of education, an investigation has been undertaken in the Slovak Socialist Republic. The research has shown that among the total number of persons involved, women represented 36.2 % in 1979 (48 % among women workers and 25.7 % among other women). The above-mentioned ratio reflects in a considerable way the total share of working women in working and other occupations. These data are an evidence of women's active participation in the programmes to acquire or to increase their qualifications. On the other hand they also show a certain decrease in ambitions of other women in futhering their professional qualifications. This decrease may be explained by the fact that the majority of women are mothers taking care of their children. Therefore tied up with their family duties and generally satisfied with the qualifications obtained in schools, most of mothers are not interested in getting further training while working. Such an attitude is somewhat in contradiction with the organization's efforts to improve their employees' qualifications through in-service training.

## 4.5. Legal and economic pre-requisites for the access of women to education.

The democratic character of the Czechoslovak educational system is defined in the article No. 24 of the Constitution of the Czechoslovak Socialist Republic as follows : "all citizens have the right to education". The article No.20 of this Constitution further states that "all citizens have the same rights and duties" and "men and women have the same position in the family, in work and in public life".

These legal dispositions assure an equality in the access to education for all people irrespective of their social origin, sex, nationality and confession. As a result, all people have the same conditions in the access to education and to professions for which they have been trained.

A uniformity of the school is a fundamental pre-requisite of a consequent realization of the democratic principle of education. Such uniformity of school is reflected mainly in the basic education of children which is compulsory so that all children have a uniform education. The idea of a uniform, socially equal full secondary education with General Certificate of Education is being gradually realized. The uniformity of the school sustem is also reflected in the syllabi, curricula, text-books.

The fact that the education in Czechoslovakia is free of charge, that the Czechoslovak educational system does not have restrictions, that from any type of secondary school it is possible to continue in studies at the universities, that in the Czechoslovakia there are no specific schools only for girls, and that all types of schools are coeducative, creates real pre-requisites for an equal access of boys and girls to higher education.

One of the very important factors creating conditions for a real materialization of the right of all people to education is the social security which is provided to all workers, thanks to a dynamic and permanent development of the socialist economy. The total economic results and the stability of retail prices enable the working people in Czechoslovakia to have permanently and regularly an increase in their personal and social consumption. In comparison with the personal consumption in 1948, the personal consumption in 1950, 1970 and 1979 increased by 120 %, 200 % and 322 % respectively.

Concerning the access of women to education and to profession for which they have been trained, the socialist state has created all necessary pre-requisites, including measures in the economic and social spheres.

A continuous increase of incomes and a large extent of revenues complete the system of convenient conditions for entering the marital status and a quiet life in the families. In this connection also an all-round care for woman, mother and family should be mentioned. Such care is coming out from the conception according to which the motherhood in the socialist society is not the only aim of a woman, and therefore a whole series of regulations of labour legal character have been adopted. The sense of such regulations is a preventive protection of the biological function of women and their role as mothers and during pregnancy.

The legal affairs of employed women in Czechoslovakia are regulated by the Labour Code. In the first place it has fixed the duty of enterprises to build and maintain hygienic and social facilities for women, to establish nurseries and infant schools at the enterprises. Those operations which are not adequate for women or which would be harmful for women are forbidden. Night-work is forbidden for girls under the age of 18 years; for women over 18 years old such work is allowed only exceptionally. Special care is devoted to the pregnant women who, according to the medical advice, are not allowed to perform activities which would be harmful for them. The same is applicable for mothers until the end of the ninth month after the childbirth. Employers are obliged to find a suitable work for the pregnant woman if her present work threatens her health. Such women obtain a compensation contribution in the pregnancy and motherhood in the case that the new income should be lower than the former one. The financial contribution corresponds to the difference between the two incomes. Pregnant women and mothers caring for children younger than the age of 1 year could not be sent to business journeys out of the place of their residence and it is not allowed to change their working place without their consent. Employers are urged to arrange working hours to suit the needs of pregnant women and of women having to care for children. All the above mentioned regulations are being considered with a view to improving them further.

A wide series of regulations of social and economic character have been adopted to secure a priority of the maternal role in certain period of women's life (married as well as single mothers). These regulations cover the long period from the beginning of pregnancy to the end of vocational training period.

In Czechoslovakia women benefit from one of the longest maternity leaves in the world. Today it lasts 2 years from the childbirth and during this period the occupational situation is protected. Single mothers and mothers who give birth to two or more children obtain a paid leave of 35 weeks. The woman who has at least 2 children, of whom one being younger than 2 years, has a right to maternal benefits which cease when the youngest child reaches 2 years old.

Another important support is the financial assistance during 3 to 6 days given to a mother (or to a father) having to stay home to take care of a sick child. Single women facing the same problem are allowed to take 6 to 12 days of leave during which they receive financial assistance.

Mothers and young families receive a financial assistance after a childbirth to meet expenses for purchase of baby-carriage and other baby-outfit. Other financial assistances along the same spirit are : allowances for children; financial benefits given to mothers and children when their husbands and fathers perform military service; loans for young couples with state assistance after the childbirth, etc... Such supports which substantially complement the incomes of families represent approximately 8 % of the total expenses of the state budget in the Czechoslovak Socialist Republic.

In addition to the above mentioned forms of financial aid, there exist in Czechoslovakia other forms of indirect allowances, such as reduction of prices of the goods for children, tax allowances of employees with childcare, etc...

The maternal role of a woman is much appreciated by the society. The education of children till their age of 3 years is included as the period of occupation for settlement of the length of leave as well as for settlement of exigencies for a rent. Maternal allowance is paid under valid circumstances also to women in households.

Medical cares, including cares of preventive nature are free of charge and of high quality.

Pre-school facilities to help working parents are well developed. In addition, there exists also a well-organized network of facilities for out-of-school activity of children, in which the state organs, enterprises, institutions and social organizations participate actively.

Our socialist society is endeavouring continuously to diminish and to shorten the household burdens.

The following objective : "An equal realization of the women in the families, in the occupation and in the public life is being secured by a special regulation of the work conditions as well as by the separate medical care in the pregnancy and motherhood and further by the development of facilities and service enabling the women to use all their abilities for a participation in the public life" is being achieved in compliance with the Article 27 of the Constitution of the Czechoslovak Socialist Republic.

## 5. CONCLUSIONS OF THE RESEARCH AND PROPOSALS FOR IMPROVING FURTHER THE ACCESS OF WOMEN TO SPECIALIZED AND SCIENTIFIC EDUCATION AND TRAINING AND TO THE CORRESPONDING CAREERS IN CSSR.

### 5.1. Conclusions of the research and analysis.

Following conclusions may be drawn from the research performed in the individual educational systems in the Czechoslovak Socialist Republic as well as from the analysis of legal and legislative norms regulating the position of women in the Czechoslovak socialist society :

1. In Czechoslovakia have been adopted and are still valid, starting from the Constitution as the fundamental state law codex, all legal and legislative norms securing in all branches of the social work distribution a legal equality of the women in the society.

2. A realization of such norms is purposefully and permanently materially secured by fulfilling the social and economic development of the society in the respective periods of its progress.

3. The equality of women is a component of basic revolutionary changes of the socialist society.

4. In Czechoslovakia all pre-requisites of economic, political and legal character for an equal education of the women, for their scientific training and career have been established.

5. The Czechoslovak educational and training system, including out-of-school education and education of the working people (in enterprises, cooperatives) has been creating basic conditions for development of an all-round education of women and their further advancement.

6. In Czechoslovakia there do not exist any social, political or confessional hindrances in the access of women to all branches of higher education and to the associated careers.

7. One of the problems which still exists, despite the fact that a great deal of progress has been achieved, is the relative low number of girl students in technical education. Surveys have shown that this problem resulted from specific faculties, dispositions and interests of girls and from the influence of education and traditions. It also appeared that girls' specific faculties and interests may change and be oriented to appropriate education and training programmes in accordance with the needs of the society. The two decisive factors of such an approach are :
   i) a well conceived curriculum which emphasizes on the polytechnical aspect, and
   ii) a purposefully vocational guidance which is addressed to both students and parents.

8. Investigations have shown that there still exist, although to a small extent, certain preventions hampering a few social groups (e.g. rural population) with regard to the access of women to education.

9. In the CSSR all material conditions are being gradually provided for women - mothers to make full use of their qualifications and education in their occupations, their further education and self-achievement.

To this purpose especially in the last decade, considerable efforts have been devoted to the construction of pre-school establishments (nurseries and nursery schools), of children's centres and clubs (for pupils of basic schools), and to the development of municipal consumer services. In the CSSR an enormous migration of population to towns takes place that is connected with a demanding and extensive housing construction and in some cases construction of facilities of municipal consumer service is not always sufficient to keep pace with the former owing to its rapidity and growing demands of inhabitants. This may be considered as a partial hindrance in the further development of qualified women. To remove the hindrance in the nearest future is a part of the programme of the social-economic development of the society.

## 5.2. Measures derived from the researches and analysis, as well as from the social progress in the sphere of the education and employment of women.

### 5.2.1. Measures in the sphere of the Czechoslovak educational system.

1. To continue consequently in the securing of the strategic line for further development of the Czechoslovak educational system till 1984, and to provide for all school-age youth of both sexes a 10-year compulsory secondary education : and as from 1984, 12-year full secondary education with General Certificate of Education to youth of both sexes and to increase further the ratio of university entrants.

2. For the sake of improving further the orientation of young people, especially girls, towards technical and scientific branches of education :

   a) to continue in the curriculum reform for basic and secondary school system, mainly with regard to the reinforcement of its polytechnical character so as to expose students attending compulsory education in the fields of technics and production,

   b) to direct the facultative education and the whole special interests oriented activities of the pupils organized by school, organization for children and youth, and other social organization towards technics and natural sciences,

   c) to deepen and extend the vocational guidance and education to a conscious choice of further study or the profession, mainly in the following aspects :
   - to assert the realization of the vocational guidance as a permanent systematic process from the beginning of the school and educational; adviser is requested to make sure that all teachers would participate in this action.
   - to extend vocational guidance action to involve students and their parents as well. For this purpose to utilize all existing forms of out-of-school education of parents, mainly the parent's academies and the parent's universities,
   - to assert that at the vocational guidance action would involve school as well as representative branches of the production, enterprises, social organizations,
   - to involve social organizations and all means of communication in an efficent struggle against anachronism in the way of thinking of the people, with a particular emphasis on the role, importance and character of working professions in the socialist society, as well as on the suitability and ability of women to study in technical secondary schools and universities;
   - to strengthen mutual cooperation between secondary schools, universities of technical specialization, basic schools and secondary grammar schools in the field of professional guidance of girls for technical and scientific studies;
   - to emphasize also the ethical aspect of vocational guidance so that the education of pupils to a conscious choice of further study or profession would represent a well-balanced unity of the educational component, development of interests, talents and abilities of a pupil together with the formation of moral and work properties. The desired aim is that the young people of today, the future performers of complicated and pretentious tasks for the construction of the material-technical basis of communism would not only "know" but also "want" by their work to continue in the historical period of revolutionary world change.

3. To continue intentionally in the scientific research of problems connected with the study of girls in secondary schools and universities and to translate the results obtained into action.

4. To cancel the condition existing up to now of a two-year period of experience in order to be accepted as a student to external study. This cancellation will enable women to join such studies immediately after finishing basic or secondary school education.

5. To continue to improve further the qualities of service for employed women in order to create better conditions for their external study and social activity.

### 5.2.2. Proposals for measures asserting a further progress in education of women in the out-of-school educational system at the post-graduate level.

1. In the development of permanent education of the citizens, due consideration will be given to the problem of women's education, in order to create overall conditions for their vocational training and retraining and for further development of their qualifications.

2. In matching the high level of qualification of women in Czechoslovakia to adequate conditions so that a larger number of women would have access to higher economic or other functions. To support this objective, activities aimed at the establishment of a suitable family environment for the women, rationalization of the house-keeping, helping young women workers in education and the upbringing of their children by increasing adequately the number of State educational facilities.

3. Use all forms of extra-mural education (mainly through the press and by radio) for further education of women on motherhood leave (lasting 6 months - 2 years). At present more than 39,000 employed, qualified women are on their motherhood leave.

4. Through social organizations, especially the Czechoslovak Union of Women, to help permanently and more effectively to remove incorrect attitudes and perceptions concerning women's education, as transmitted from the preceding social and political regimes, and to orientate the interests of girls and women towards the study of technical branches.

5. To solve the problem of the education of women and their scientific training in an integrated form and to protect and encourage full development of the personality of every citizen of the Republic.

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# APPENDICES

Appendix 1

Paris, 25 July 1979
Original: English

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

Series of Studies on the Access of Women to Science
Education and Training and Associated Careers

## INDICATIVE SUGGESTIONS FOR RESEARCH

### I. INTRODUCTION

1. Purpose This series of studies is intended to identify obstacles to women's access to science education and training (in fields such as agricultural science, medical science, math. science, physic/astronomy, chemistry, earth sciences, engineering, biology, psychology) and associated careers, to further the means for their removal, and to promote innovations with a view to contributing to the advancement of women in these important fields.

By entrusting these studies to a certain number of scholars and research institutes in different regions of the world, the subject will be approached and analyzed in various situations and contexts. It is hoped that the national authorities of the countries participating in this series will give due consideration to the subsequent findings and conclusions of their respective studies with a view to adopting appropriate measures and programmes to eliminate obvious or covert discrimination against women.

2. Statement of the Problem The democratization of education has achieved considerable progress during the last decades, to the point that in several countries, especially in the developed ones, the rate of boys' and girls' enrolment in school is now around 100% in the first level and 84% in the second level of education. The rate of enrolment in the third level has also significantly increased. However, despite the progress achieved in terms of enrolment, and despite the fact that sexual discrimination in education has been legally abolished in most countries, the distribution of students of both sexes in the scientific and technological streams still remains very unbalanced, at girls' disadvantage.

While some sociologists and educators feel that both civil service and industry are still strongly governed by covert sexist principles, some others think that even if no obstacles were placed in the way of qualified women pursuing a career, there would be relatively few women in the right training for certain demanding occupations. The present studies should, therefore, attempt to explain why girls and women do not make use or little use of the formal scientific and technical education and training opportunities which are open to them; and to elaborate means and strategies to improve the situation.

The other main subject of concern of this series is the situation of women in scientific and technological careers, which they have embraced, in order to identify problems, if any, with which they may be faced, and to seek solutions.

3. Terminology The terms used in this series of studies to qualify the different levels within the educational system should be understood as follows:

- 1st level : primary education
- 2nd level : secondary education
- 1st stage, second level : lower secondary education
- 2nd stage, second level : upper secondary education
- 3rd level : post-secondary education, university, higher education

Other terms For other definitions see parts I and II of the Recommentation concerning the International Standardization of Statistics on Science and Technology, adopted by the General Conference of Unesco at its 20th. session.

4. Target Groups Two target groups should be involved:

1st group consisting of girl students of the level from which the choice of science and technological streams start, and of the following higher levels until the end of the third level; for the purpose of comparison, a certain number of boy students of each corresponding level should be also included in the target group;

2nd group consisting of professional women in science and technological careers, women who did not take-up science and technological careers for which they have prepared themselves, and women who have interrupted their science and technological careers; for the purpose of comparison, a certain number of men of each corresponding situation should be also included in the target group.

## II. METHODOLOGICAL APPROACH

### 5. Constitution of teams

5.1 National team At the national level, there should be a central co-ordinating team which will design the research programme, co-ordinate research activities, compile the results of the research projects undertaken in a sample of selected educational and professional institutions and bodies, examine, analyse and evaluate measures and reforms which might have been attempted in the country, draw overall conclusions and suggest remedial measures and strategies aimed at improving the situation in general as well as in those specific aspects which require urgent action.

This central team may be composed of:

- Representatives of the Ministry of Education (Officials responsible for science and technological education and training, for the 2nd. and 3rd. levels of education, for education planning, for statistics in education, for educational and professional guidance and counciling, etc..);

/..

- Representatives of the Ministries of Planning, Labour, and other Ministries employing skilled personnel with a background in science and technological training (such as the Ministry of Industry, of Research and Technology);
- Representatives of student and parent associations;
- Representatives of scientific and technological professional associations;
- Representatives of teachers and professors of science and technology;
- Representatives of women's organizations;
- Specialists such as economists, psychologists and sociologists;
- etc...

5.2 Research teams For each selected educational or professional institution, a local team should be constituted to carry out research according to the programme designed by the National team.

Each local team may be composed of:

- Head of the selected institution;
- Research workers of the selected institution;
- Representatives of the local branches of the Ministries concerned;
- Representatives of the local associations of teachers and professors of science and technology, of students, of parents;
- Representatives of relevant professional unions and associations;
- Specialists such as economists, psychologists and sociologists;
- etc...

## 6. Data and information collection

6.1 Collection of statistical data concerning percentages (among students of both sexes and among girl students) of girl students' enrolment, promotion and graduation in the various scientific and technological streams over the last years (say the last 10 years); collection of statistical data concerning the percentage of graduated girl students in science education and training who have embraced scientific and technological careers.

6.2 Collection of information through interview(s) and/or questionnaire(s) to be applied to the target groups and to other groups such as counsellors in educational and vocational guidance, teachers and professors of science and technology, principals and deans of school and faculties of science and technology, employers, unions and professional associations of the relevant public and private sectors.

6.3 Interpretation A rapid analysis of the collected information and data may reveal the points at which the difficulties and obstacles facing girls and women, with regard to their situation in science education and training and associated careers, are more serious and more decisive than the difficulties and obstacles encountered at other points. The identification of such particular difficulties should enable the research team to devote more attention to the presumed critical points, and to elaborate appropriate remedial measures and programmes.

7. Areas of research The study should endeavour to identify the obstacles and difficulties, the programmes and measures for their removal, and the positive factors, if any, regarding the situation of girls and women in science education and training and associated careers. Globally speaking, the areas of research can be grouped in five main categories: obstacles and difficulties of a historical, traditional, religious, social and cultural nature; obstacles and difficulties of an economic, political and legal nature; obstacles and difficulties within the existing educational systems and programmes; obstacles and difficulties of a professional nature and obstacles and difficulties of a physical and/or psychological nature.

7.1 Obstacles and difficulties of a historical, traditional, religious, social and cultural nature which would require that investigations should focus attention on:

7.11 the prevailing social structure (whether the society, as a whole, is of a traditional type which still applies a marked distinction between "masculine professions" and "feminine professions");

7.12 any conflict, covert or overt, between traditional and religious values, on the one hand, and the values embodied in educational institutions, on the other hand, which may exist and create obstacles to girls' and women's access to science education, training and associated careers;

7.13 the cultural standards of parents and of the communities which might be the origin of their reluctance or resistance to girls' and women's access to science education, training and associated careers;

7.14 negative influence of the peer group, and of girls' and women's own reluctance.

7.2 Obstacles and difficulties of a legal, economic and political nature which would require that research should examine:

7.21 obstacles of a legal nature discriminating against girls and women and the absence of special dispositions which, through special provisions (such as special maternity leave, exemption of duties during night-time, etc...), would encourage women to continue their professional activities;

7.22 obstacles and difficulties of an economic nature, such as lack of educational facilities and material support, which prevent girl students from furthering their studies and training beyond a certain level; these obstacles and difficulties may also create additional problems for women with regard to equal treatment in the field of employment and careers (especially during the period when their countries are affected by economic recession);

/..

7.23 limited possibilities offered to women regarding initial employment after completion of studies and training;

7.24 obstacles and difficulties of a political nature (absence of policy and of determination to eliminate discriminatory practices and stereotypes, etc..).

7.3 Obstacles and difficulties within existing educational systems and programmes which may originate from:

7.31 absence of co-education which may entail differences in curricula and standards of teaching as between girls' and boys' educational institutions;

7.32 lack of schools offering scientific education and training programmes and, as a result of this lack, obligation for students to be away from their homes and families, even at a relatively young age, in order to begin or to continue their education or training in science and technology;

7.33 inadequate links between previous educational curricula and those in which science education and training become a major component; such inadequacy may also result from the fact that, in the previous school years, girls were encouraged to take "feminine streams" such as sewing, cooking, home economics;

7.34 lack or inadequacy of educational and vocational guidance to inform girl students of all the possibilities, which may be open to them in the field of science education and training; lack of effort on the part of educational and vocational guidance to encourage girl students to extricate themselves from the stereotypes;

7.35 the cost of tuition fees and educational materials;

7.36 lack of flexibility in the science education and training programmes (too long periods of studies and training, impossibility of transfer from the selected streams to others, etc..);

7.37 restrictions against girl students' entrance in certain streams which are regarded as "masculine streams" (although there may not be legal restrictions as such, there may exist discriminatory attitudes on the part of the school administration and teaching staff as well as on the part of boy students).

7.4 Obstacles and difficulties of a professional nature which discourage and prevent girls and women from choosing and successfully following science education and training and associated careers and which may be linked with:

7.41 absence of relevant mixed professional associations or unions to defend the interest of professional workers of both sexes on an equal footing; absence of relevant associations or unions of women workers to match corresponding associations or unions dominated by men and neglecting women's interests;

7.42 absence of measures (social and legal measures) to assist working mothers in fulfilling their dual roles as workers and mothers;

7.43 absence of reviews of existing professional rules and regulations which may constitute obstacles to women's entrance and promotion in scientific and technological careers;

7.44 absence of professional periodicals to inform girls and women about the non-stereotyped careers which are open to them, about preparation for these careers and about the related professional life;

7.45 difficulties for women workers to accede to in-service training and study leave, etc..;

7.46 discriminatory attitudes of employers (in public and private sectors).

### 7.5 Obstacles and difficulties of a physical and/or psychological nature

7.51 Research should be undertaken in order to understand better why the rate of drop-out in the 2nd. and 3rd. levels of education is higher among girls than among boys, and why the majority of girl students tend to prefer language and expressive subjects at school and humanities and social sciences at university.

7.52 The division of work in two groups of professions: "masculine professions" and "feminine professions" still prevails in most countries. This division was based on various factors, including physical strength. However, due to the introduction of mechanization and automation, the physical strength has become a less important factor.

### 8. Examination and analysis of the collected information and data and elaboration of remedial measures and innovations

8.1 The examination and analysis of the data and information in the areas that have been studied should provide knowledge on each obstacle and difficulty and on their combined effect with regard to the situation of girls and women in scientific and technological education and training and associated careers.

8.2 Examination, analysis, evaluation and descriptive presentation by the national team of any relevant measures and reforms attempted in the country.

8.3 On the basis of the data and information collected, and of the results of their examination and analysis, the national team should elaborate proposals with regard to remedial programmes and measures and to the introduction of innvoations in order to improve the situation of girls and women in science education, training and associated careers.

## III. GENERAL CONCLUSIONS AND SUGGESTIONS

9. On the basis of the overall findings, examination and analysis, the national team should formulate conclusions and suggestions for improving the situation. The suggestions may concern the following:

/..

9.1 legal and institutional provisions for the scientific and technological education and training of girls and women, and their employment and careers in this field;

9.2 specific and short-term measures and programmes at local and national levels;

9.3 medium and long-term policies, strategies and programmes.

## IV. COUNTRY REPORT

10. On the basis of the information and data collected, of the results of the analysises of the conclusions drawn therefrom, of the suggestions concerning remedial measures and innovations, etc. the National team should prepare a comprehensive report of about 100 pages. This report may contain the following chapters:

10.1 Brief description of the national education and training system showing the links and articulations between the general education and the science and technology education and the relationship between training programmes and the employment and career policies. An organigram illustrating this description would be useful.

10.2 Presentation of statistical data and trends concerning girls' and boys' enrolment in various streams of scientific and technological education and training, and in related careers.

10.3 Presentation of the research programme and its implementation.

10.4 Presentation of the factual results (problems and obstacles that have been identified, etc.).

10.5 Analytical review of the factual results.

10.6 Conclusions and suggestions for short-term and long-term strategies and policies regarding improvement of girls' and women's access to science education and training and associated careers.

10.7 Bibliographies.

11. Five English copies, or more, of this country report should be addressed to Unesco.

Appendix 2

# THE CONSTITUTION OF THE CZECHOSLOVAK SOCIALIST REPUBLIC

from July 11, 1960, No, 100/Dig.

## Head I

## SOCIAL SYSTEM.

### Article 1

/1/ The Czechoslovak Socialist Republic is a socialist state based on the solid union of workers, peasants and intelligentsia, at the head of which is the working class.

/3/ The Czechoslovak Socialist Republic belongs to the world socialist system; its endeavours are friendly relations with all nations and the establishment of a lasting peace all over the world.

### Article 2

/1/ All authority in the Czechoslovak Socialist Republic is in the hands of the working people.

/2/ The authority of the State is carried out by the working people through the representative bodies which are elected by them, controlled by them and who are responsible to them.

### Article 3

/1/ Franchise for all representative bodies is universal, equal and direct with secret poll. Every citizen who has reached the age of 18 years may vote. Every citizen who has reached the age of 21 may be elected.

### Article 5

For the development of common activity, for a versatile and active participation in the life of society and the State, and for the realization of their rights, the working people associate themselves in voluntary social organizations, particularly in the Revolutionary Trade Union Movement, in cooperative organizations, youth organizations, cultural, physical training and other organizations; some of the work of the State authorities are graduallv being transferred to the social organizations.

### Article 7

/1/ The economical basis of the Czechoslovak Socialist Republic is the system of socialist economy which eliminates any form of exploitation of man by man.

/3/ Work in the socialist society serves for the benefit of the society as a whole as well for the benefit of working man.

### Article 10

/1/ Private ownership of citizens to goods of consumption, particularly to objects of personal and household use, one-family-houses and savings acquired by work, is inviolable.

### Article 16

/1/ The whole cultural politics in the Czechoslovak Socialist Republic, the development of education and instruction is conducted in the spirit of the scientific world outlook, of Marxism-Leninism, and in close connection with the life and work of people.

/2/ The State, together with the social organizations, supports in every possible way creative activity in science and arts, endeavours for a wider and more profound education of the working people and their active participation in the scientific and art production, and is concerned with it that the results of these activities serve all people.

/3/ The State and society systematically exert for the elimination of the anachronism of the society of exploitation from the mind of people.

## Head II

## RIGHTS AND DUTIES OF THE CITIZENS.

### Article 19

/1/ In the society of working people in which the exploitation of man by man has been eliminated, the development and the interests of every member of this society are in harmony with those of the whole society. The rights, freedom and the duties of the citizens serve the free, versatile development and assertion of personality of the citizens and at the same time the reinforcement and the development of the socialist society; by its development they are further extended and intensified.

/2/ In the society of the working people an individual can attain full development of his abilities and the assertion of his rightful interests only by an active participation in the development of the whole society, first of all by his share in the common work. Therefore, work for the benefit of the society is a prior duty, and the right for work is the right of every citizen.

### Article 20

/1/ All citizens have equal rights and equal duties.

/2/ The equality of all citizens irrespective of nationality and race, is guaranteed.

/3/ Men and women have an equal position in the family, at work and in public activities.

/4/ The society of the working people guarantees equality of citizens by the creation of equal possibilities of citizens and equal opportunity in all fields of the life of society.

Article 21

/1/ All citizens have a right for work and for remuneration for the performed work according to their possibilities, quality and social value.

Article 24

/1/ All citizens have a right for education.

/2/ This right is guaranteed by basic school education for all young people, which is up to the age of 15 years compulsory and free of charge, and by the school system free of charge which to an ever greater extent provides complete secondary, general or vocational and higher education. Further education is provided by extra-mural courses and vocational courses in factories, agricultural cooperations as well as in cultural and enlightment facilities and social organizations.

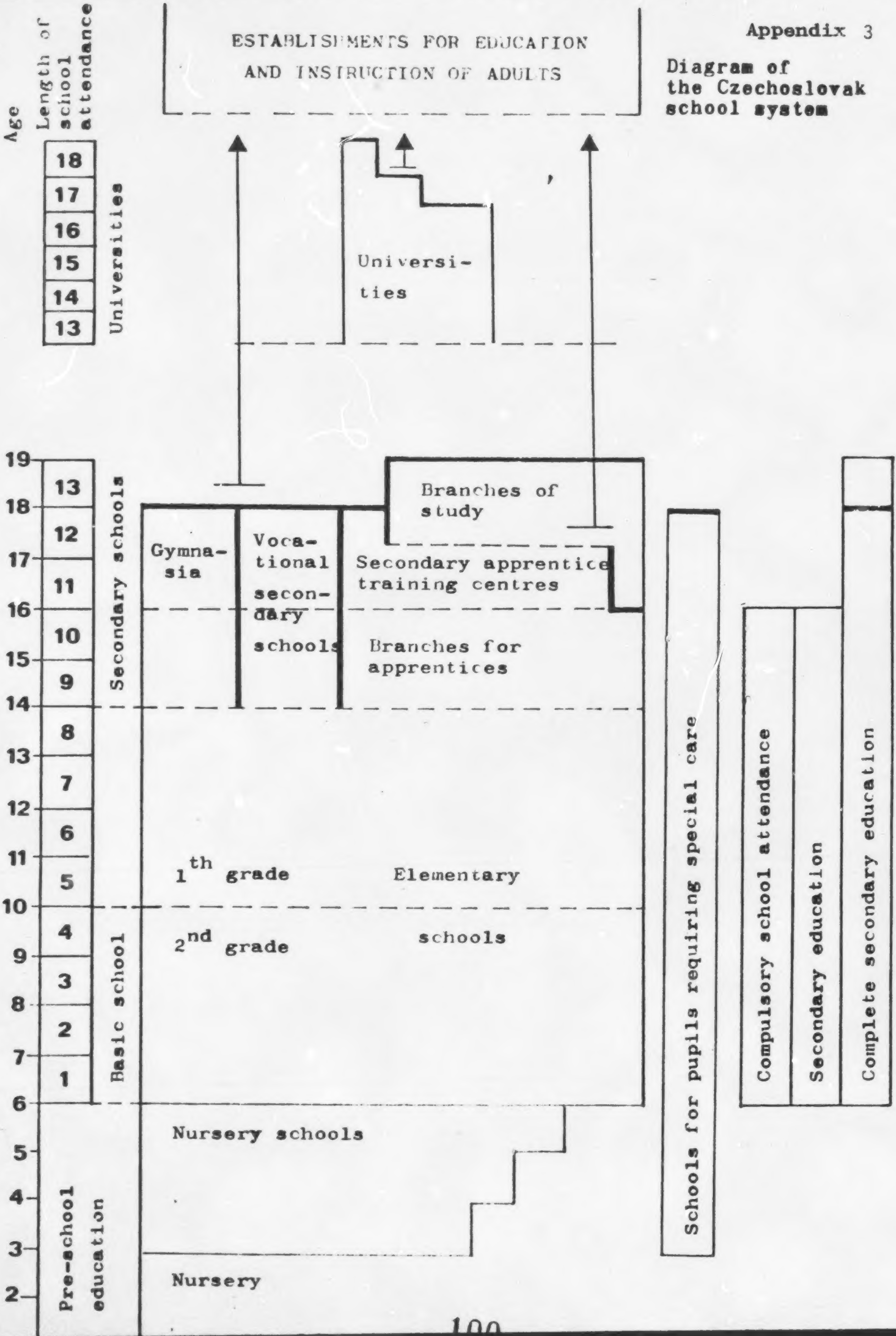
/3/ Education and instruction are based on the scientific world outlook and on the close connection of school with the life and the work of people.

Article 38

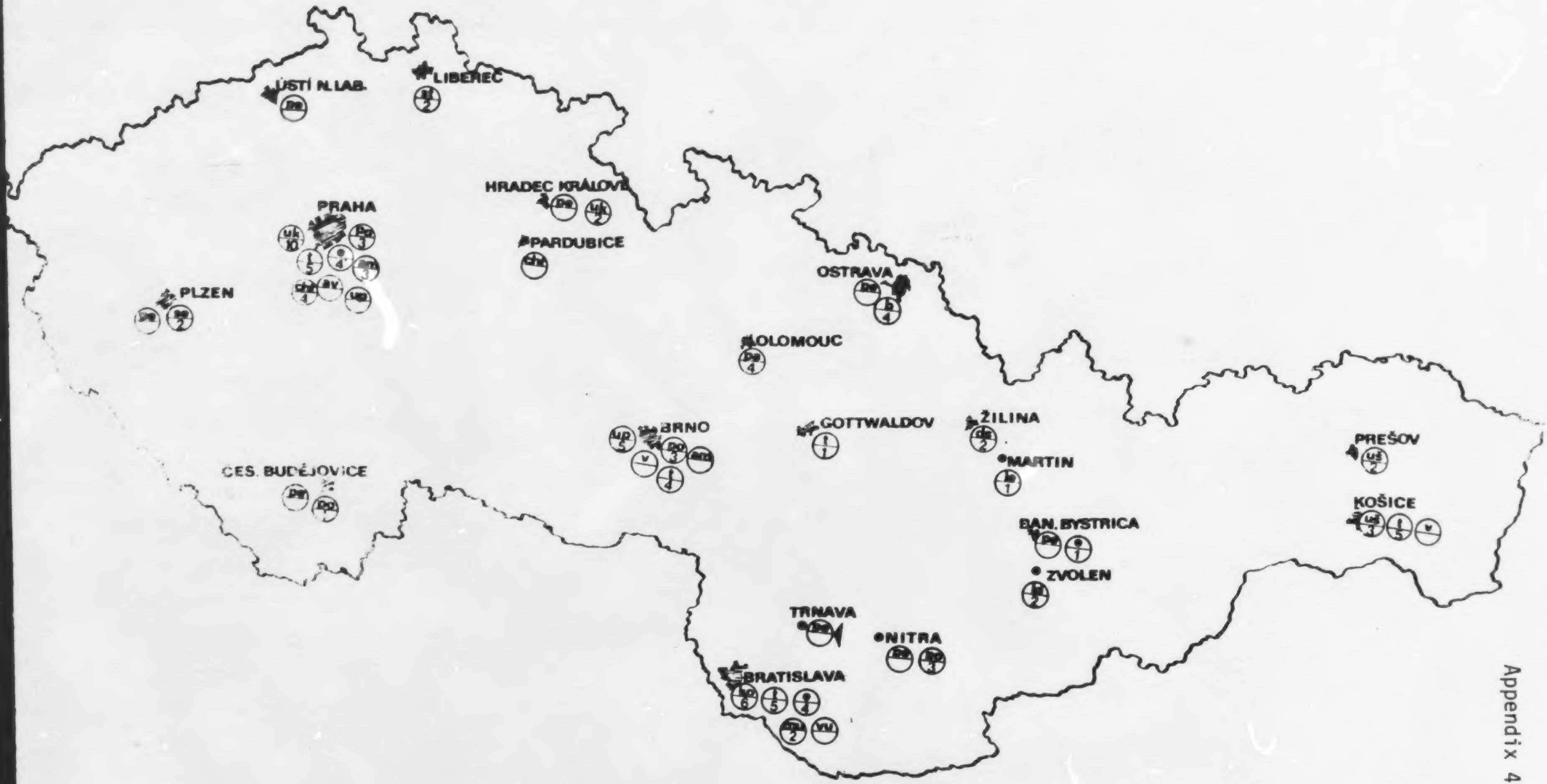
An inseparable part of the citizens' duty is the respect for the rights of his fellow-citizen, as well as a conscious observation of the rules of socialist co-existence.

Appendix 3

Diagram of the Czechoslovak school system


ESTABLISHMENTS FOR EDUCATION AND INSTRUCTION OF ADULTS
Age
Length of school attendance
Universities
18
17
16
15
14
13
Universi-ties
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
13
12
11
10
9
8
7
6
5
4
3
2
1
Secondary schools
Basic school
Pre-school education
Gymnasia
Vocational secondary schools
Branches of study
Secondary apprentice training centres
Branches for apprentices
1th grade
2nd grade
Elementary schools
Nursery schools
Nursery
Schools for pupils requiring special care
Compulsory school attendance
Secondary education
Complete secondary education

NETWORK OF HIGHER EDUCATIONS INSTITUTIONS IN THE CSSR


ÚSTÍ N.LAB.
LIBEREC
HRADEC KRÁLOVÉ
PRAHA
PARDUBICE
PLZEN
OSTRAVA
OLOMOUC
BRNO
GOTTWALDOV
ŽILINA
MARTIN
PREŠOV
CES. BUDĚJOVICE
KOŠICE
BAN. BYSTRICA
ZVOLEN
TRNAVA
NITRA
BRATISLAVA

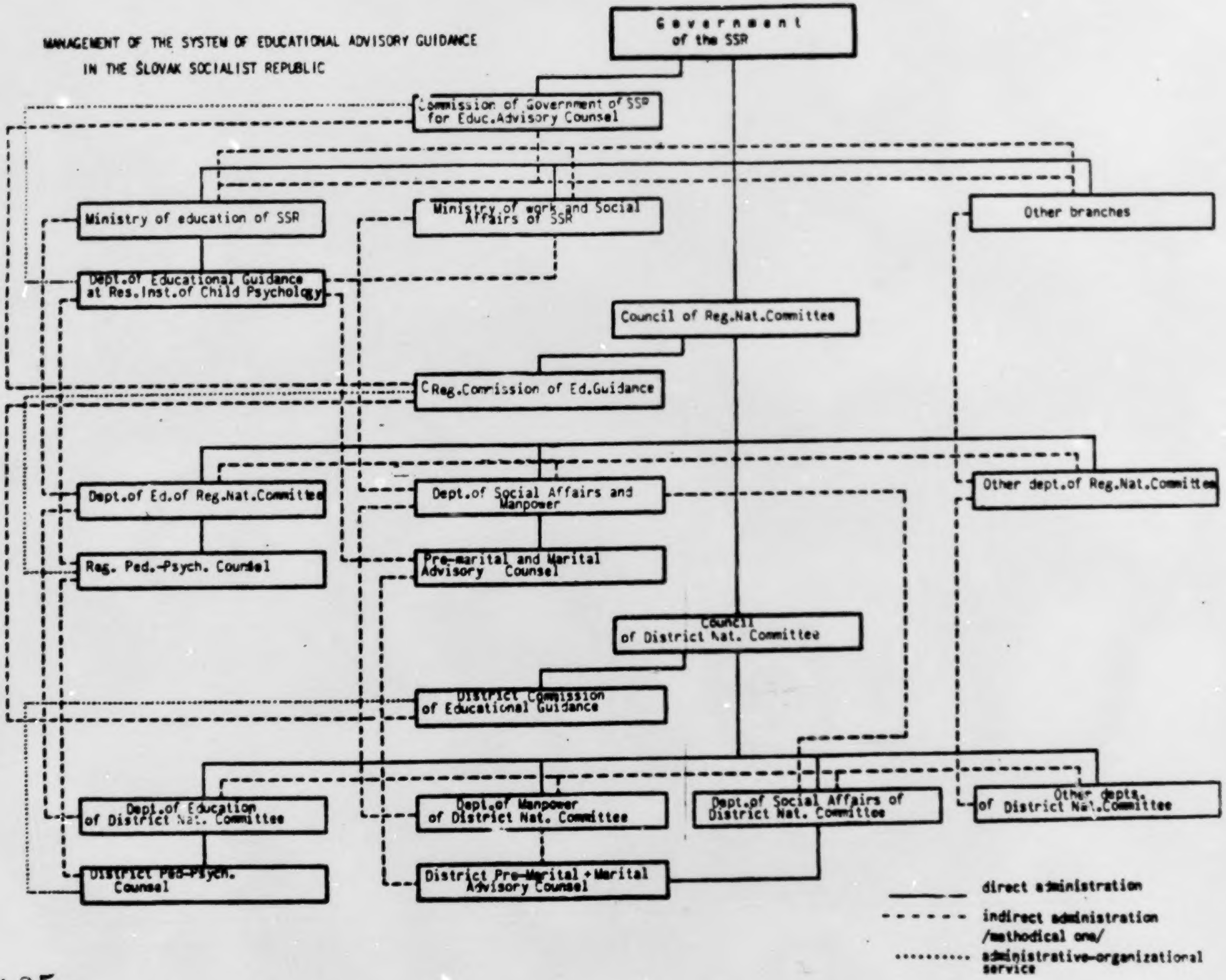
Appendix 4

# NETWORK OF HIGHER EDUCATIONS INSTITUTIONS IN THE CSSR

## KEY

|  |  |  |
|---|---|---|
|  | type of school |  |
|  | number of faculties |  |
| am. | Academy of Music Arts |  |
| av. | Academy of Fine Arts |  |
| b. | College of Mining |  |
| e. | Higher School of Economics |  |
| ds. | College of Transport and Communications |  |
| ch. | College of Chemical Technology |  |
| ko. | University of J.A. Comenius |  |
| le. | Faculty of Medicine |  |
| ld. | College of Forestry and Wood Processing |  |
| mu. | College of Music Arts |  |
| pa. | Palacký University |  |
| pe. | Faculty of Pedagogy | pe Trnava - Faculty of Comenius University |
| po. | College of Agriculture |  |
| se. | College of Mechanical and Electrical Engineering |  |
| st. | College of Mechanical and Textile Engineering |  |
| t. | University of Technology |  |
| uk. | Charles University |  |
| uš. | University of P.J. Šafárik |  |
| up. | University of J.E. Purkyně |  |
| v. | College of Veterinary Science |  |
|  | College of Fine Arts |  |

## MANAGEMENT OF THE SYSTEM OF EDUCATIONAL ADVISORY GUIDANCE IN THE SLOVAK SOCIALIST REPUBLIC


Government of the SSR
Commission of Government of SSR for Educ.Advisory Counsel
Ministry of education of SSR
Ministry of work and Social Affairs of SSR
Other branches
Dept.of Educational Guidance at Res.Inst.of Child Psychology
Council of Reg.Nat.Committee
Reg.Commission of Ed.Guidance
Dept.of Ed.of Reg.Nat.Committee
Dept.of Social Affairs and Manpower
Other dept.of Reg.Nat.Committee
Reg. Ped.-Psych. Counsel
Pre-marital and Marital Advisory Counsel
Council of District Nat. Committee
District Commission of Educational Guidance
Dept.of Education of District Nat. Committee
Dept.of Manpower of District Nat. Committee
Dept.of Social Affairs of District Nat. Committee
Other depts. of District Nat.Committee
District Ped-Psych. Counsel
District Pre-Marital + Marital Advisory Counsel
direct administration
indirect administration /methodical one/
administrative-organizational service

Appendix 5